



Student Teaching Guidebook

(Rev. 1/25/22)

Introduction

Educators have identified student teaching as one of the most important components of a teacher education program. It is during this period that education students complete their transition from university student to professional teacher.

This transition requires the coordinated efforts of many individuals including university faculty, school district personnel, school building administrators, mentor teachers and university supervisors.

This guidebook is intended to provide direction for all the people involved in the student teaching experience. It is not all-inclusive. Each department which trains teachers at WSU will provide suggestions and recommendations pertinent to student teaching. For additional information go to <https://weber.edu/teachered/student-teaching.html>.

Chapter One

Student Teaching Standards, Policies, Prerequisites, and Procedures

The Weber State University Department of Teacher Education uses the Utah Effective Teaching Standards and Indicators (UETS) [Link to Utah Effective Teaching Standards](#) to assist students in developing individual teaching skills and abilities within the classroom setting.

UETS Standards:

Standard 1: Learner Development - The teacher understands cognitive, linguistic, social, emotional, and physical areas of student development.

Standard 2: Learning Differences - The teacher understands individual learner differences and cultural and linguistic diversity.

Standard 3: Learning Environments - The teacher works with learners to create environments that support individual and collaborative learning, positive social interactions, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge - The teacher understands the central concepts, tools of inquiry, and structures of the discipline.

Standard 5: Assessment - The teacher uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide planning and instruction, and determine whether the outcomes described in content standards have been met.

Standard 6: Instructional Planning - The teacher plans instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content areas, Utah Core Standards, instructional best practices, and the community context.

Standard 7: Instructional Strategies - The teacher uses various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections and build skills to apply and extend knowledge in meaningful ways.

Standard 8: Reflection and Continuous Growth - The teacher is a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner.

Standard 9: Leadership and Collaboration - The teacher is a leader who engages collaboratively with learners, families, colleagues, and community members to build a shared vision and supportive professional culture focused on student growth and success.

Standard 10: Professional and Ethical Behavior - The teacher demonstrates the highest standard of legal, moral, and ethical conduct as specified in Utah State Board Rule R277-515.

Students must apply within the deadlines and schedule an interview with the Student Teaching Coordinator one semester prior to the student teaching experience/assignment.

Students applying for student teaching must:

- provide evidence of a current USBE background check <https://secure.utah.gov/elr/ebc/welcome.html> and, Utah Law (53A-1a-512.5) requires that each applicant for a Utah Educator License must satisfactorily complete a

background check. A background check is also required of applicants desiring to renew a Utah Educator License that has expired. To complete the background check, an applicant must submit fingerprints for review by the Utah Bureau of Criminal Investigation and the Federal Bureau of Investigation

- have completed all general, support, and content courses as set forth in the WSU catalog before being able to student teach and,
- meet and maintain the standards listed in the catalog for admission to the Teacher Education Program and have a cumulative GPA of 3.00 or higher must be maintained and,
- have taken the appropriate PRAXIS test(s) prior to their student teaching placement. A hard copy of these results must be submitted to the Student Teaching Office. If the Praxis test(s) have not been taken or were not passed at the time of the student teaching interview, a receipt showing the scheduled date for the test will be accepted. If the Praxis tests have not been taken or scheduled before student teaching placements go out, no placement will be made for that student.

All teacher candidates are required to teach a minimum of 60 contract days. If your supervisors determine that additional time and experience is recommended, you may be required to extend your student teaching experience as needed.

A full semester (8 credits) of student teaching is required of all students. The student teaching experience is coordinated, within reason, with the needs, interests, and abilities of the university student. Teacher candidates should **not** arrange their own assignment with a particular school or teacher. Teacher candidates may not be placed in a school in which they have relatives, work experience, or close relationships or have been students within the previous ten years. The aforementioned dynamics will be determined at the discretion of the Student Teaching Coordinator.

The student teaching experience is planned, guided, and evaluated to provide opportunities for the teacher candidate to gain insight into the skills needed to perform the various functions and roles of a teacher. It moves from brief observation (i.e., within the first 2 weeks) and partial responsibility to that of assuming major responsibility for the full range of teaching duties under the direct supervision of mentor teachers and university supervisors. Teacher candidates may be used as substitutes only in the classroom(s) to which they are assigned, for no more than 5 days total, and not more than 3 consecutive days.

Student teaching placement may be local or remote. Local placements are done in the following districts: Box Elder, Davis, Morgan, Ogden, and Weber. Remote placements are done in districts outside those areas. Remote placements require additional fees to be paid at the time registration or tuition fees are paid.

Undergraduate teacher candidates must register for and attend the seminars required for the specific license. All teacher candidates are required to attend or view the recording of the student teaching orientation.

Secondary teacher candidates must teach all or a majority of their placement in their major. Experience teaching in the minor may occur during the Pro Core semester. They must complete the equivalent of a full semester in a full-time assignment.

Additionally, teacher candidates are required to adhere to and follow the policy of the district to which they have been assigned. This includes required hours before and after school. They are also expected to review the [WSU Teacher Education Standards of Ethical Conduct](#) as well as the Utah Educator Ethics Standards.

Teacher candidates will not receive a letter grade for their student teaching experience. They will receive credit (C) or no credit (NC) based on the quality of their performance. They will be evaluated by their university supervisors. Secondary education teacher candidates may also be evaluated by the content supervisors from their major/minor

departments. Teacher candidates will find a digital copy of their observations from their university supervisor on the student portal application.

In the event of a labor dispute, work stoppage, or concerted activities in a public school, WSU supervisors and WSU teacher candidates who have been assigned to a student teaching placement, practicum, internship, or other field-based experience, will not be required to attend their regularly assigned classroom for the purpose of completing their student teaching assignment. Any days of student teaching missed due to concerted activities will need to be made up at a later time in a regularly assigned classroom if the assignment could not be completed in the semester in which it was assigned. Teacher candidates who are participating in an internship type (e.g., emergency hire) program who are receiving pay from a school district are considered employees of the district. Their participation on either side of the labor dispute, work stoppage, or concerted activities as private citizens is left to their own discretion.

Chapter Two

Teacher Candidate Requirements and Responsibilities

Teacher candidates are ambassadors representing WSU while student teaching in a cooperating school. Part of that successful student teaching experience is that of developing desirable public relations with the administration, mentor teacher(s), staff, students, and the community. All teacher candidates should refer to the Teacher Education Department Standards (see the web site).

Do not over extend yourself with employment while student teaching. The student teaching assignment is considered a full-time job. Teacher candidates are not considered employees for the district to which they have been assigned. In the event that the Teacher candidate is offered a teaching position as an intern/emergency hire, the district person making the offer must first contact the Student Teaching Coordinator.

Teacher candidates need to become familiar with and abide by the professional obligations outlined in the university coursework and in this guidebook. [Linked WSU Teacher Education Standards of Ethical Conduct](#)

Responsibilities:

- Maintain a current background clearance throughout student teaching.
- Arrange to meet with the principal and the mentor teacher prior to the first day of student teaching. Learn about the community.
- Become acquainted with the course of study, curriculum guides, textbooks, and materials that are being used for the specific grade(s) and/or subject(s) which have been assigned.
- Read and follow all hosting school and district faculty/staff and student policies and procedures including calendar, schedules, and dress code. Study policies and procedures concerning student attendance, discipline rules and consequences, location of records and availability to teacher candidates, lunch regulations, parking, drills and alarms, and accident report forms.
- Act professionally by keeping confidences, respecting the rights of students, faculty, and parents. Be responsible, courteous and dependable.
- Maintain a positive attitude, create a positive learning environment, and represent themselves, their cooperating school, and Weber State University in a positive and professional manner.
- Teacher candidates will demonstrate professionalism in their dress and conduct during their student teaching experience. They are required to wear professional, clean, and neat attire (no denim).
- Work cooperatively with and accept and implement the feedback and suggestions of the mentor teacher(s) and University Supervisor(s).
- Follow all policies and procedures established for teacher candidates within the Department of Teacher Education at WSU.
- Teacher candidates should make their reflective journal, lesson plans, accountability log, and other documentation available to their university supervisor (upon request).

Co-teaching is an integral part of the student teaching experience. Co-teaching provides a supportive experience for teacher candidates plus it allows the mentor teacher to stay actively involved in the classroom. There are many forms of Co-teaching, but all of them include the mentor teacher and the teacher candidate working together on these essential elements (see Chapter 3 for co-teaching strategies).

There will be periods of time during co-teaching when the teacher candidate will lead the planning, organizing, delivery and assessment of instruction. There will also be times when the teacher candidate is solo in the classroom (see Chapter 3 for more information regarding solo teaching).

Lesson Planning

Meaningful and useful lesson planning is an essential component during the student teaching experience which will be

carried over to the employment setting. Teachers who are weak in planning are more likely to have challenges with classroom management and are more apt to fail the student teaching experience. The Department of Teacher Education at WSU has established the following standards:

University supervisors and mentor teachers have the right to determine the appropriateness of a lesson plan.

- Teacher candidates must have a lesson plan before teaching a lesson.
- The overall objectives of the lesson and unit must consider the scope and sequence as well as the [Utah Core Standards](#).
- Objectives, activities, materials, and assessment must be included in each lesson plan.
- Objectives, assessments, and lesson activities must be aligned.

Attendance

- Teacher candidates need to adhere to the teacher's contractual hours at their schools and classrooms every day.
- Absences are not permitted during the student teaching experience except for extenuating circumstances such as illness or death in the immediate family.
- If an absence is unavoidable, the teacher candidate needs to contact the mentor teacher and the university supervisor immediately, since adjustments within the classroom will need to be made.
- If absences accrue beyond two (2) days, the student teaching assignment may be extended. If the assignment cannot be extended, the teacher candidate may be required to make-up the missed time (up to and including redoing the student teaching experience) in order to meet the requirements.
- In the event of an extended absence, teacher candidates must notify the student teaching coordinator of any family emergency and/or decision not to continue student teaching. This notification must be made in writing. Mentor teachers, principals, and university personnel must be informed in a timely manner. Failure to do so may be grounds for disposition referral to the Teacher Education Admission and Retention Committee and may affect their status in the Teacher Education Program.

Problems and Grievances

Problems and/or grievances which develop during the student teaching experience should be communicated immediately.

- All parties are encouraged to discuss any professional problems at any time with the university student teaching coordinator at (801) 626-6622.
- This communication may be initiated by the teacher candidate, the mentor teacher, or the university supervisor, and should be addressed, depending on the issue, to the appropriate person/level.
- If a teacher candidate wishes to challenge an evaluation, a written request must be submitted to the student teaching coordinator within sixty (60) days of the end of the student teaching assignment. This documentation is then submitted to the Advisement and Student Teaching Policy Committee for consideration.
- The written request must contain the following information:
 - ❖ Name, address, phone number, and W number of the teacher candidate
 - ❖ Name of school and district
 - ❖ Name of mentor teacher(s) and school principal
 - ❖ Name of the university supervisor
 - ❖ Reason(s) for the appeal
 - ❖ Copies of any information and/or documentation to support the teacher candidate's request for appeal

A teacher candidate placement may be terminated by the Student Teaching Coordinator if it is determined that the situation in a particular placement is damaging to the students, the teacher candidate, and/or Weber State

University.

- Before removal occurs, efforts are made to correct the situation.
- It is the desire of the Teacher Education Department to assist the teacher candidate through a successful experience. However, teacher candidates must accept responsibility for their performance and behavior.

Licensure

Teacher candidates are not automatically licensed to teach after completion of the Teacher Education Program. Teacher candidates will be recommended for licensure when all the USBE requirements have been met and grades and degrees have been posted on their official transcript. It is the responsibility of the teacher candidate to fulfill all licensing requirements through USBE after the recommendation has been made.

Chapter Three

Mentor Teacher Responsibilities

The role of the mentor teacher is to facilitate and nurture the professional experience of the teacher candidate by aiding in the development of skills in instruction, management, communication, and organization. Mentor teachers are expected to encourage individuality and responsibility for personal growth in their teacher candidate. Clear and specific formative feedback should be given to the teacher candidate during frequent conferences. Teacher candidates may require feedback on their initiative, effort, and progress on their teaching skills.

Potential concerns should be directly and immediately addressed with the teacher candidate. In the event that the teacher candidate is not responsive to the mentor teacher's concerns, the university supervisor and student teaching coordinator should be notified. If it is deemed necessary, student teaching concerns may be documented in writing and shared with the university supervisor and Student Teaching Coordinator.

Mentor teacher responsibilities include:

- Providing the teacher candidate with a copy of the school handbook(s), curriculum guides, school-mandated procedures, school schedule, and philosophy of their teaching pedagogy.
- Prepare a place for the teacher candidate to use and place personal belongings, and acquaint the teacher candidate with the physical layout of the school.
- Share with the teacher candidate an overview of long-range plans for the classroom.
- Assist the teacher candidate by reviewing written lesson plans prior to the actual teaching of the lesson.
- Assist in implementing daily routines and procedures that will increase efficiency while minimizing disorder and wasted instructional time,
- Model and encourage the effective transition from one activity/teaching cycle to another, stressing the importance of having all materials ready for all every activity.
- Provide the teacher candidate with a variety of effective behavior management discipline techniques, determining and discussing reasonable standards of behavior, how dealing with maladaptive positive behavior will be reinforced and maladaptive behavior corrected and modeling effective teaching techniques early in the student teaching placement.
- Follow up the lesson taught by the teacher candidate with honest and specific reflection and feedback.
- Help the teacher candidate to see the differences in needs, interests, and abilities of students and means by which they can be addressed.
- Create an atmosphere of mutual trust, confidence, and respect. If it is necessary to correct the teacher candidate, it should not be done in front of students.

Solo Teaching

Solo teaching experiences are very important; however, it is also important for the mentor teacher to be present during these solo teaching opportunities. It is desirable for the mentor teacher to provide assistance when needed. The intention is for the teacher candidate to gradually assume and manage all aspects of teaching on their own. As an effort to encourage partnership between the teaching candidate and the mentor teacher, the mentor teacher does not complete any formal evaluations. Instead, it is intended the mentor teacher will provide feedback directly to the teacher candidate on a continued basis to provide proper observation, assistance, and feedback.

Another advantage of solo teaching is to allow the teacher candidate to assume direction of the class, which should be prioritized from the beginning of the student teaching placement. This will also help the students to regard the teacher candidate as another teacher in the classroom and follow the teacher candidate's leadership. Therefore, mentor teachers and teacher candidates should make plans to have the teacher candidate be the only teacher in the classroom (solo) during

the first two weeks of student teaching for more than twenty minutes. The teacher candidate needs to be provided the opportunity to be the only teacher in the room during instruction and provided an opportunity to debrief with the mentor teacher at a time convenient to both. Other longer solo teaching experiences will follow, as needed, to give the teacher candidate the confidence and experience to handle a future classroom of their own.

Co-teaching

As much as we value the opportunity for teacher candidates to practice delivering instruction and managing the classroom without the mentor teacher present (i.e., solo teaching), we also value having the teacher candidate and mentor teacher engage in co-teaching and active collaboration with students present. We feel that co-teaching should be an integral part of the student teaching experience. Co-teaching provides a supportive experience for teacher candidates plus it allows the mentor teacher to stay actively involved in the classroom. There are many forms of co-teaching, but all of them include the mentor teacher and the teacher candidate working together on essential elements. These essential elements include:

- **PLANNING:** Sit down together to plan what content to teach, what materials and resources to use, who will lead the different parts of the lesson, what instructional activities to use and how to assess student learning. Individual lesson plans are made following this co-planning time.
- **INSTRUCTION:** Share the leadership in the classroom, work with all students, manage the classroom together and make changes to the lesson as needed.
- **ASSESSMENT:** Both co-teachers will participate in the assessment of students, share the work of grading, provide formative and summative assessment, and work together to determine grades.

There will be periods of time during co-teaching when the teacher candidate will lead the planning, organizing, delivery and assessment of instruction. The following co-teaching strategies from [The Academy for Co-Teaching and Collaboration, at St. Cloud State University](#) (2011, St. Cloud State University, Teacher Quality Enhancement Center; Research Funded by a US Department of Education, Teacher Quality Enhancement Grant), should be strongly considered when planning co-taught lessons.

Co-teaching Strategies

One Teach, One Observe – one teacher has primary instructional responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus the observation – where the teacher doing the observation is observing specific behaviors. It is important to remember that either (teacher candidate or mentor teacher) could take on both roles.

One Teach, One Assist – an extension of one teaches, one observes. One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments. The teacher assisting often lends a voice to students or groups who would hesitate to participate or add comments.

Station Teaching – the co-teaching pair divide the instructional content into parts –Each teacher instructs one of the groups, groups then rotate or spend a designated amount of time at each station – often independent stations will be used along with the teacher-led stations.

Parallel Teaching – each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategies. The greatest benefit to this approach is the reduction of student to teacher ratio.

Supplemental Teaching – this strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials extended or remediated.

Differentiated Teaching – differentiated teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students however the avenue for getting there is different.

Team Teaching – well-planned, team-taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team-teaching strategy, both teachers are actively involved in the lesson. From a students' perspective, there is no clearly defined leader – as both teachers share the instruction, are free to interject information, and available to assist students and answer questions.

Mentoring

Clear communication between the mentor teacher and teacher candidate is essential. Teacher candidate conferences should be planned and scheduled. It is important to ensure effective communication such as budgeting adequate time before or after school, and conducting the conference in a private location. Observations provide the teacher candidate with important feedback concerning implementation and improvement of lesson plans, effective teaching behaviors (e.g., pacing), and instructional strengths and weaknesses. It is suggested that the focus of the conference be limited to a couple of items at a time. The following suggested questions may assist the teacher candidate in reflecting on their ability to demonstrate effective teaching at regular intervals across the student teaching placement:

- Did you learn your students' names quickly and make intentional efforts to build relationships/rapport?
- Were the learning objectives adequately addressed during the lesson? How do you know?
- Was there alignment between the assessment and objectives? How do you know?
- Did the students learn what you wanted them to? How do you know?
- What evidence do you have that the subject was adequately taught?
- Were the choices of teaching methods or strategies effective? How do you know?
- Discuss the interest level of your students. What provisions did you make for individual differences?
- How might you improve your classroom management?
- What will you do differently in the future to enhance your students' learning?

Chapter Four

University Supervisor Responsibilities

The university supervisor represents the Department of Teacher Education. University supervisors and content supervisors work closely with both the teacher candidate and the mentor teacher to help the teacher candidate have a successful experience. The university supervisor and the content supervisor are expected to assist the teacher candidate in the following ways:

- Meet personally and establish a relationship with the mentor teacher and the teacher candidate very early (i.e., first few weeks of the semester).
- Verify that the teacher candidate is properly placed in an appropriate student teaching setting for the major and minor, if applicable. Any questions or concerns should be reported immediately to the student teaching coordinator.
- Assist in the selection, use, and evaluation of appropriate objectives, activities, materials, and assessments for the age group and content area.
- Share ideas, materials, and enthusiasm with the teacher candidate.
- Review lesson plans and journal entries in a positive and constructive manner.
- Follow the schedule of required visits and evaluations set by the student teaching coordinator.
- Supervise and evaluate student teachers a minimum of 5 times per semester.
- Make additional visits, if necessary, to provide an accurate report of a student's progress.
- Inform the student teaching coordinator in a timely manner of any serious problems and/or questionable progress of the teacher candidate.
- Be aware of the relationship between the teacher candidate and the mentor teacher and meet with them as needed.
- Work with the principal and the mentor teacher in solving any problems that may arise during the placement.
- Complete and submit all required evaluations in the Canvas Teacher Education Supervisor Portal application in a timely manner following the actual observation and conference with the teacher candidate.
- Support the policies established by the WSU Department of Teacher Education, and strengthen cooperative relationships between the university and the schools.

Observations and Conferences

Clear communication between the university supervisor and teacher candidate is essential. Observations and conferences should be planned and scheduled. It is important to avoid factors that could adversely influence effective communication such as lack of adequate time to debrief and securing a private location to conduct the conference. Observations provide the teacher candidate with important feedback concerning implementation and improvement of lesson plans, identification of distracting mannerisms or speech patterns, and instructional strengths and weaknesses. It is suggested that the focus of the discussion be limited to a couple of items at a time. The following suggested questions will assist the teacher candidate in reflecting at suitable intervals:

- Were the learning objectives adequately addressed during the lesson? How do you know?
- Was there alignment between the assessment and objectives? How do you know?
- Did the students learn what you wanted them to? How do you know?
- What evidence do you have that the subject was adequately taught?
- Were the choices of teaching methods or strategies effective? How do you know?
- Discuss the engagement level of your students.
- What provisions did you make for individual differences?
- How might you improve your classroom management?
- What will you do differently in the future to enhance your students' learning?

Chapter Five

School District Personnel Functions and Responsibilities

The district placement coordinators typically have no contact with the teacher candidates and they are not asked to assume institutional responsibility regarding the student teaching program.

Their responsibilities may include the following:

- Assist the student teaching coordinator in the placement of teacher candidates.
- Assist the student teaching coordinator in resolving problems with the teacher candidates.
- Keep informed of the progress of the teacher candidate as a means of teacher recruitment.

The building principal helps set the tone for the environment under which the teacher candidates will complete their assignments. An atmosphere of cooperation among all parties is an essential element in the professional development of a teacher. The principal is asked to assist by:

- Serving as the host and leader coordinating student teaching in the school.
- Identify capable teachers to provide the necessary experiences to train university students for the profession.
- Make mentor teacher assignments and coordinate changes if necessary. In selecting mentor teachers, please keep the following standards in mind. They should:
 - ❖ Hold a current and valid Level 2 license issued by the USBE for the level and/or subject in which supervision will take place.
 - ❖ Have a minimum of three (3) years of full-time experience in the area in which they will provide supervision for the teacher candidate.
 - ❖ Have the knowledge, skills, and dispositions necessary to observe and evaluate teacher candidate performance and to provide on-going, descriptive feedback to foster positive growth for the student.
 - ❖ Demonstrate consistent high quality in teaching performance and promotion of professional practices.
 - ❖ Be considered a master teacher.
- Prepare the faculty and staff for the arrival of the teacher candidate.
- Conference with the teacher candidate before the beginning of the assignment to discuss school policies concerning grading, scheduling, curriculum, co-curricular activities, special duties, use and availability of supplies, parking, lunch, etc.
- Invite the teacher candidate to faculty meetings, social activities, and all school functions.
- Assist the teacher candidate in developing a comprehensive understanding of the community.
- Help teacher candidates with issues and problems that may develop during the assignment. Help them understand the ethics of the profession and school and district policies.
- Communicate with the mentor teacher and university supervisor(s) during the placement.

Chapter Six Terminology and State Policy

The following terminology is used in the Guidebook:

1. **Student teaching** – The culminating experience for students enrolled in the Teacher Education Program. During this period, students receive guidance in assuming responsibility for directing the learning of individual students, small groups, and full-class instruction over a period of several consecutive weeks.
2. **Mentor teacher** – The term used to designate the teacher responsible for hosting and mentoring teacher candidates from the Teacher Education Program as they observe and teach in the classroom.
3. **University supervisor** – The term used to refer to the university faculty member or university adjunct member responsible for supervising and evaluating the teacher candidate's activities and performance during the placement.
4. **Content supervisor** – The term used to refer to the university faculty member from the student's major or minor who is responsible for supervising and evaluating the secondary education teacher candidate.
5. **Student Teaching Coordinator** – The College of Education person charged with the responsibility of coordinating the placement of teacher candidates. This person is also involved in all decisions regarding the change(s) in placement or termination of assignment.
6. **Background clearance** – The process that allows a teacher candidate to have access to the school during student teaching certifying that the teacher candidate has a clear background. The teacher candidate will be issued a badge and a lanyard which must be worn at all times when at the placement school.
7. **Intern** – A Teacher Education Program student who, after having completed specific requirements, is employed by a school district. Support and supervision of the intern is provided by the school district but with a continuing relationship with the university personnel for the duration of the internship. WSU College of Education and the Teacher Education Department do not offer internships.
8. **Substitute teacher** – An individual employed to take the place of a regular teacher who is temporarily absent.
9. **Educator license** – A certificate issued by the State Board of Education which permits a holder to be employed as an educator in an elementary or secondary school.