



School of Education

UNIVERSITY OF COLORADO **BOULDER**

# PROFESSIONAL PRACTICE IN STUDENT TEACHING

Student Teaching Handbook

*“In a completely rational society, the best  
of us would be teachers and the rest of us  
would have to settle for something else.”*

*-Lee Iacocca*

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## TO THE STUDENT TEACHER

As a student, you have years of experience as a learner (and sometimes non-learner) in varied classroom settings. Your new role as a teacher places the responsibility on *you* to create a classroom environment that is dynamic, challenging and focused on student learning. Although this student teaching semester is the culminating experience in your teacher education program, it is just the beginning of your professional development as an educator.

To get the most out of this experience, consider student teaching as a course in which you have at least two instructors -- your cooperating teacher(s) and your university supervisor. Approach every day as an opportunity to learn and grow as a professional educator. You will find the following topics addressed in this handbook:

Don't hesitate to call us if you have questions or concerns that cannot be addressed by your cooperating teacher or supervisor, or if unexpected situations arise.

We hope you will make the most of your experience, that you will learn and grow from your successes and mistakes, and that you will keep students as the focal point of all you do.

However, no handbook can address every situation you might encounter in student teaching. The following topics are addressed in this handbook.

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## **POLICIES on ATTENDANCE, DAILY SCHEDULE and SUBSTITUTE TEACHING**

### ***Overall Dates of Attendance***

Your student teaching experience begins and ends on the dates stipulated in your student teaching confirmation contract. You may not arrive at the school at a later date than specified in the student teaching confirmation contract or leave before the final date of the assignment. Follow your school district's policy/calendar for all holidays and vacation dates. You may not schedule vacation days during your student teaching assignment, unless they are taken when your school is on break or observing a holiday. If you student teach in the spring, if your school's spring break does not coincide with CU's, observe your school's spring break. Any changes to contract dates must be approved by the Director of Field Experiences.

The Director of Field Experiences reserves the right to terminate or extend the length of student teaching assignments where teacher candidates are absent from their assignments for a considerable length of time for reasons other than the above.

NOTE: In the event of school closure due to weather or other circumstances, the licensure candidate is to follow the policy of the host school district.

Typically, student teaching lasts 16-18 weeks. Because student teaching follows the k-12 schedule, student teaching typically begins *before* CU's academic semester. Fall semester student teachers typically begin in the second week of August; spring semester student teachers typically begin a few days after January 1<sup>st</sup>.

### ***Labor Disputes within a School District***

University of Colorado licensure candidates completing student teaching assignments in school districts where teachers are on strike should not cross picket lines for the duration of the ongoing strike.

The Director of Field Experiences reserves the right to extend the length of student teaching assignments in cases where licensure candidates are absent from their assignments for a considerable length of time due to a labor strike.

### ***Illness/Absences***

Whenever illness occurs, you are responsible for notifying the cooperating teacher and the university supervisor before school begins. Procedures for reporting absences to the school administration should follow the policy of the assigned school. If you are absent, you must be ready to give your cooperating teacher(s) written lesson plans. Three (3) sick days are allowed during the student teaching semester. More than three (3) absences due to illness during the student teaching semester must have written verification. Unexcused or extended absences may require an extension of the student teaching experience as determined by the Director of Field Experiences or the Associate Dean for Teacher Education.

Because many student teachers also seek a regular teaching position during student teaching, you may request permission for ***up to two days*** to attend staff development courses for student teachers, and an occasional professional meeting, or a "job fair." Approval for attending such meetings, outside of school or district-sponsored events, is at the discretion of the cooperating teacher(s) and university supervisor. Over the course of the semester, take advantage of professional development sessions offered by your school or district for all teachers. Attendance at these will not count as "days off".

### ***CU-Sponsored Meetings & Seminar Sessions***

You are expected to attend all mandatory meetings related to student teaching--including the Kickoff Orientation and first seminar at the start of the semester. You are expected to attend all seminars associated with EDUC 4513 Education & Practice (see your course syllabus for more specific details on attendance expectations for this seminar). Seminar days/dates and specific details about expectations are set by your university supervisor.

### ***Other Activities***

During student teaching, your first priority is to successfully carry out the student teaching responsibilities and assignment(s). Commitments other than student teaching during the student teaching semester must therefore take a secondary place if you are serious about obtaining a teaching license and position. This means you may not enroll in any other university classes (regular, correspondence, or independent study) during the student teaching semester.

In addition, you may NOT accept a coaching position during your student teaching semester. Coaching is a major time commitment that requires modification of the teaching schedule. It will also affect planning and preparation in ways that will negatively impact the success of your classroom teaching.

If personal commitments and the need to work negatively affect your student teaching performance, this may ultimately impede your goal of obtaining a strong recommendation that leads to a teaching license and/or teaching position. The university supervisor and cooperating teacher(s) cannot help you overcome difficulties encountered because of factors outside the school.

### ***Daily Schedule***

You must follow the daily schedule of the school and of the cooperating teacher(s) to whom you are assigned. You should adhere to the same school hours that apply to all teachers in your school. Student teachers are expected to arrive early enough to allow ample time for planning and organizing before classes begin. Likewise, you are expected to remain long enough after dismissal to allow time for planning and conferencing. Typically, you will arrive at the school about 30-40 minutes before students, and may leave about 30-60 minutes after students. Work schedules, daycare, etc., are **not** excuses for failure to meet the school schedule. If out-of-school commitments interfere with your in-school hours, you may be asked to withdraw from student teaching. Model your arrival and departure behavior on the *best* of the teachers in the school, not the most convenient schedule for you.

### ***Substitute Teaching***

Student teachers who already possess a substitute license from CDE may serve as a substitute for their cooperating teacher(s) for up to six days during the student teaching semester. The student teacher may receive compensation for those six days. The student teacher may **not** substitute for a teacher who is not their cooperating teacher(s). The university supervisor may advise a student teacher to decline an offer to serve as a substitute if the student teacher is not meeting program requirements.

## THE PROFESSIONAL TRIAD—ROLES

There is always something to learn about the art of teaching. Successful teachers are reflective and willing to grow throughout their careers. The student teaching triad encourages professional discussion to support the growth of the teacher candidate and begin the process of self-reflection about teaching. The teacher candidate, cooperating teacher, and university supervisor are each important members of a professional triad focused on student learning. This triad will have productive discussions about teaching and learning. To make these conversations productive, it is important to honor the unique perspective of each of the members. All conversations should be honest and focused on student learning as well as on moving the teacher candidate toward professional competence. Student teachers are most successful when cooperating teachers and university supervisors work collaboratively and give consistent messages to the student teacher regarding strengths and professional needs. This triad must develop and maintain continuous communication to ensure that the teacher candidate moves toward professional competence.

### *University Supervisor (US) Responsibilities*

The university supervisor (US) may be a full-time university faculty member, an advanced graduate student who is also an experienced teacher, or an adjunct faculty member with many years of teaching and/or school administrative experience. The US fulfills the following responsibilities:

- Visit school and facilitate a triad conference among the CT, US, and ST within the first two weeks of the student teaching assignment
- Observe the student teacher at least five times during the semester and provide specific written feedback on each visit (visits are both scheduled and may also be unannounced); additional visits may be scheduled, particularly if a student teacher needs additional support
- Support ST with edTPA (capstone project) within acceptable guidelines of support
- Facilitate mid-assignment assessment/growth plan conference among the cooperating teacher(s), university supervisor, and student teacher; complete the Colorado Teacher Evaluation Rubrics form as filled out during mid-assignment conference for CT, ST, and Office of Student Services
- Hold a final assessment conference with the student teacher and CT and ensure the Colorado Teacher Evaluation Form is completed
- Make a pass/fail recommendation to Director of Field Experiences for each ST
- Conduct 10 seminars, EDUC 4513 Education & Practice, a co-requisite course for student teachers during the student teaching semester
- Facilitate communication between the student teacher and the cooperating teacher, and provide a direct line of communication between the Office of Student Services on campus and the school in which the student has been placed
- Help resolve any problems that may occur during the student teaching semester that cannot be resolved between the student and cooperating teacher
- Assist the cooperating teacher with other questions or challenges s/he may have

### ***Cooperating teacher (CT) Responsibilities***

Cooperating teachers must meet the following criteria: (1) have a minimum of three year's experience, (2) hold a valid Colorado professional teaching license, (3) either be endorsed in the same teaching field the student teacher is pursuing or meet NCLB "highly-qualified" criteria for the same field the student teacher is pursuing (e.g., secondary mathematics teacher; elementary teacher), and (4) have support of appropriate building administrator. In addition, CU seeks to work with cooperating teachers with the following additional qualifications/experiences, (1) ability to positively impact student learning and engagement in school, (2) strong teaching practice, (3) desire to work closely with and support a novice teacher, and (4) demonstrated school or district leadership.

The CT is your daily and primary guide in learning to teach. The CT fulfills the core responsibilities listed below.

- Participate in initial conference with US and ST
- Orient ST to school, community, and building culture, students, classroom routines, and policies, curriculum, and instruction & assessment practices
- Model effective teaching practices and make thinking transparent
- Guide and support ST in gradual assumption of teaching responsibilities
- Regularly plan with, observe ST, and provide specific feedback to candidate, including daily informal conversations
- Conduct one focused observation each week
- Meet once a week for a more extended conference in which they conduct longer-term instructional planning and track progress in meeting Performance-Based Standards and/or professional growth/development goals
- Support ST with edTPA within acceptable guidelines of support
- Participate in mid-assignment assessment/growth plan and final conferences among the cooperating teacher(s), university supervisor, and student teacher

## **TEACHING RESPONSIBILITIES & PROFESSIONALISM as a STUDENT TEACHER**

### ***Teacher's Typical Responsibilities/Duties***

You are expected to participate in and fulfill all daily tasks accomplished by full-time professional teachers. Over the semester you will gradually assume teaching responsibilities and solo teach and/or co-teach for 4-6 weeks (k-12 music student teachers solo 2-3 weeks in each placement). During solo and/or co-teaching you will fulfill all responsibilities/duties listed below. You, your cooperating teacher(s), and your university supervisor will work out a specific plan and timeline for your gradual assumption of all teaching responsibilities. See the section below on Assuming Classroom Responsibilities for more details on a suggested progression.

Typical responsibilities of the ST include the following:

- follow school/district curriculum
- plan and prepare all materials for your daily lessons
  - consult and coordinate with your CT and/or grade-level teams
  - follow requested lesson plan format (may be specified by your school or university supervisor or use formats practiced in teacher education courses)
  - complete written lesson plans ("winging it" is not acceptable)
  - provide written lesson plans that a substitute, or your CT, can follow if you will be absent
- teach in dynamic, engaging ways using sound principles of instruction

- operate instructional technology (e.g., document cameras, interactive white boards)
- assess student learning (formatively and summatively)
- administer state or district assessments according to standardized protocols, if appropriate
- grade student work in a timely manner
- maintain accurate student records (grades, attendance, etc.)
- help students make up work and/or tests/exams
- attend staff meetings and other meetings, e.g., grade-level team
- attend ILP or IEP meetings for students in your cooperating teacher's classroom
- answer email and voice mail daily
- provide supervisory support (e.g., hall, lunch room, bus, playground, study hall duties)
- hold office hours or help sessions during off periods or before/after school or during lunch
- attend some parent/guardian-teacher conferences or meet with parents/guardians as requested and appropriate
- follow all school building and district policies e.g., attendance, discipline, grading, communication, safety

### ***Teacher Professionalism***

In all actions and interactions you should demonstrate the highest level of professionalism. Below follow expected levels of performance on key dimensions of professionalism that you must demonstrate in order to pass student teaching:

<b>Dimension</b>	<b>Expectation for a Strongly Demonstrated Performance</b>
<b>Timeliness &amp; Punctuality</b>	Candidate arrived to school on time every day with ample time to make preparations for all teaching responsibilities. Candidate communicated in a timely and appropriate manner if an emergency arose.
<b>Written Communication</b>	All correspondence with colleagues, parents/guardians, or with k-12 students (e.g., email, on board, on handouts, on tests, on notes home) was professional; that is, text maintained a relatively formal tone/word choice and almost never included errors in punctuation & usage.
<b>Dress</b>	Candidate dressed neatly and appropriately every day. Attention was paid to safety and modesty; thus, candidate's dress did not distract from students' learning.
<b>Collegial Interactions</b>	Communications between the candidate, cooperating teacher(s), and/or administrators were always respectful and appropriate. Candidate was pro-active and responsive in essential communication and/or problem solving.
<b>Respect for Students</b>	Candidate's interactions with students were always respectful, non-discriminatory, were conducted in ways that preserved the dignity of all students, and demonstrated a commitment to fairness.
<b>Responsibility for Student Learning</b>	Candidate operates with a positive view of the meaningful inclusion and genuine potential of all people, assumes responsibility for the learning of his/her students, and continually persists to meet the needs of all students. Candidate has high expectations for all learners.
<b>Work Ethic</b>	Candidate consistently demonstrates drive, initiative, determination, and a commitment to hard work. Candidate shows steady effort and a desire to produce high quality product or performance.
<b>Perseverance</b>	Candidate treats setbacks as opportunities to learn. Candidate does not give up when things don't go as planned or when there is uncertainty about a task or situation; instead, candidate tries again.
<b>Responsibility for Actions</b>	Candidate consistently accepts responsibility for the outcomes of his/her actions.

<b>Organization &amp; Planning</b>	Candidate has developed effective systems to track and manage multiple deadlines and thus meets all due dates (both for k12 school responsibilities AND student teaching seminar due dates). Candidate breaks down larger tasks into smaller ones and manages time/effort to ensure task completion. Candidate anticipates and generates potential “work-arounds” for problems or contingencies that may arise.
<b>Social Media &amp; Technologically Savvy</b>	Candidate manages social media presence and communication in a professional manner. Candidate is comfortable learning new technologies, trouble-shooting technology breakdowns, and often considers educational potential of new technology.
<b>Workplace Policies &amp; Codes of Conduct</b>	Follows all state and local school/district policies that govern the ethical, moral and legal practices of teachers. Requests and reviews teacher and student handbooks (if available). Ensures s/he knows and follows district and school policies related to attendance, discipline, crisis management, emergency, and evacuation procedures.
<b>Confidentiality</b>	Candidate is extremely sensitive to the school’s policy on confidentiality as related to the children/school/school district in which they student teach. Candidate follows district’s policy on photographing or video recording students in the classroom before participating in those activities, and, understands that disclosing a student’s name and sharing their academic progress or private personal issues with people not directly involved in the student’s education violates their right to privacy.

## CO-TEACHING EXPERIENCE OR SOLO-TEACHING

- Teacher candidates typically begin the semester by observing and helping in the general work of the classroom. This might include preparing resources, individual tutoring, grading, handling the opening and closing activities, developing and presenting single lessons, working with small groups, and leading the class for short periods of time.
- During this first stage, the cooperating teacher may occasionally leave the room, but will most often be in the classroom observing and providing feedback.
- During this time, the teacher candidate will get to know the pupils.

### *Co-Teaching Experience*

**Note:** *Student teachers may find this to be the preferred model in districts and schools.*

- Typically, the teacher candidate is observing the classroom for the first week or two. During this time, the teacher candidate should be collaborating with the cooperating teacher to plan, prepare the classroom for lessons, grade pupil work, etc. When the cooperating teacher feels comfortable, s/he will give the teacher candidate opportunities to teach small groups and parts of a whole group lesson.
- By the middle of the student teaching term, the teacher candidate should be planning and teaching lessons under the guidance of the cooperating teacher. They might both teach parts of the lesson, or the teacher candidate might teach the entire lesson under the supervision of the cooperating teacher.
- The goal of the co-teaching model is to provide the teacher candidate a realistic teaching experience (planning, teaching, reflecting, assessing student work, etc.) while the control of the classroom stays with the cooperating teacher.



## ***Solo-Teaching Experience***

- Typically, the teacher candidate will be responsible for most of the class for the whole day after 5 or 6 weeks. When the cooperating teacher feels comfortable leaving the teacher candidate in charge of the class, the solo teaching experience will begin.
- During the solo teaching phase, the teacher candidate will work as the sole teacher in the classroom for the entire school day. The cooperating teacher may come in and out of the classroom but should not be an active participant.
- The goal of the solo teaching period is for the teacher candidate to demonstrate readiness to lead a classroom.
- The solo period generally lasts at least 4 weeks and does not last more than 6 weeks.
- Students doing split assignments will have two shorter solo teaching periods. Other exceptions may be made due to school policies regarding the solo teaching period.
- After the solo or co-teaching period, the cooperating teacher will take over responsibility for the class or classes. The role of the teacher candidate will revert to that of a partner in the classroom.
- The teacher candidate may use this time to observe other classrooms.
- Even though the teacher candidate may not be teaching for the full day, s/he is expected to be at the school for the full day.

We need to be cognizant of the fact we are guests in the cooperating teachers' classrooms. If the school principal and/or cooperating teacher feel the co-teaching model will work best for them, we need to agree to their decisions about how student teaching will work in the school/classroom. As long as you work closely with your cooperating teacher, reflect on your craft, ask questions of your cooperating teacher and supervisor, and do your best work with integrity, you will meet the criteria for licensure.

## **LEARNING RESPONSIBILITIES DURING STUDENT TEACHING**

### ***Opportunities at the School Site***

Student teaching affords you extended opportunities to learn from practice and observation (both yours and those of other veteran teachers at your school). Take advantage of opportunities to broaden your views of teaching by seeing a variety of teaching styles and methods. We recommend that you spend at least some time observing or possibly working, perhaps on a limited basis, with other good teachers in your building. For example, a student teacher working in a primary classroom might spend a little time visiting an intermediate teacher; secondary student teachers might observe one or two other teachers in your department as well as one or two outstanding teachers in other departments.

Additionally, over the course of the semester, take advantage of professional development sessions offered by your school or district. Take advantage of networking opportunities, find ways to contribute to the life of the school community and, after checking with your CT, invite building administrators or other teachers to observe you teaching.

### ***CU Courses Associated with Student Teaching***

During your student teaching semester you are enrolled in two co-requisite courses

- EDUC 4691, 4712, 4722, or 4732 Student Teaching (P/F grade earned)
- EDUC 4513 Education & Practice or MUSC 4193 Student Teaching Seminar (letter grade earned)

EDUC 4691, 4701, 4712, 4722, or 4732 Student Teaching is conceived of as the internship portion of your student teaching experience. You receive a Pass/Fail grade in this course. See the section on Supervision and Evaluation for criteria to earn a PASS grade in Student Teaching.

EDUC 4513 Education and Practice is a seminar course taken co-requisite with student teaching, and your university supervisor is your course instructor. You receive a letter grade in this seminar. Seminars provide opportunities to reflect on your experiences and to learn with/from peers in a non-threatening, collegial setting. This seminar will also assist you in the development of your Teacher Performance Assessment (edTPA) and other written assignments (e.g., reflective journal). The seminars are part of your student teaching assignment, and are considered part of your professional commitment to teaching. Your attendance and active participation in these meetings is required. You must earn a B or higher grade in this course to be eligible for licensure.

MUSC 4193 Student Teaching Seminar is a seminar course taken co-requisite with student teaching.

### ***Reflection for Professional Growth***

The hallmark of an effective teacher is someone who reflects and inquires about what students are learning (or not learning), the effectiveness of his/her practice, whether his/her actions are consistent with his/her emerging professional vision, and why schools are organized as they are and how they might be improved to better serve kids, families, teachers, and the community.

Make time each day to reflect.

In your seminar you will be expected to complete guided reflection assignments, including in your edTPA and other assignments such as a reflective journal or commentary on a video clip of your teaching. Student teaching affords you a luxury to slow down and examine, explain, analyze, and reflect upon your actions and intentions. Your university supervisor may provide you guided prompts, or you may consider the list below to guide your reflective inquiry.

In thinking about who you are, your presence in the classroom/school, and how you learn:

- What image do I want to project? What image do I project? Is it what I want it to be?
- What resources (both material and human) are available to help me?
- What are my strengths (and weaknesses)?
- How can I be positive (even in the worst of times)?
- In situations where my actions have caused a problem, do I rely on others to provide a solution? What better ways are there?
- What factors in my life need to be arranged so that I can devote the time necessary to make the most of the student teaching experience?
- Who are my resource people? What are their schedules? How can I reach them? What do I need from them? What can they realistically provide? What do I need to provide to them?

- What can I do to facilitate my communication with my cooperating teacher and my university supervisor?
- What expectations does my cooperating teacher or university supervisor expect of me? What are my expectations for my performance and development?
- What must I do to get the broadest and best experience from student teaching (includes classroom teaching experience; observation; social, curricular, and extra-curricular activities both in school and out of school)?
- How can I ensure that my student teaching experience will make me as marketable as possible in the job market?

In reflecting on planning/teaching lessons (see also commentary prompts in edTPA):

- Am I setting reasonable yet challenging expectations of students? Did I make my expectations clear to them?
- Do I know what my lesson goals/objectives are? It is amazing how easily one can get carried away planning a “fun” activity that has no relevance to your objectives.
  - a. Know the objective(s) and central concept(s) of the lesson.
  - b. Know how you will develop each objective.
  - c. Look at classroom interaction as teaching and learning. Are you merely “covering” content? Are the students learning? How will you know?
  - d. Be sure not to do the work for the students. Get them involved, actively doing, discussing, writing and responding.
- Have I found and prepared all materials required for a lesson ahead of time? Be prepared to begin teaching as soon as the period begins. This establishes a direction and purpose and prevents behavior problems later on. Plan time in your daily schedule for such preparation.
- Is the lesson systematically organized so that I can move from one activity to another without disrupting student learning? Have I prepared contingency plans in case things don’t go as planned?
- Have I included formal and informal assessment activities? It is one thing to think students have learned what you intended. It is a different matter to determine what students actually learned. Assessment means checking for understanding, not merely giving a quiz or test. Assessment gives you valuable information to help with instructional decisions.
- Will I build upon prior lessons and lead into future lessons addressing the same general subject/concept? How am I tapping into what my students are bringing to this lesson?
- Did I provide some means of acquiring written and oral responses from students?
- Am I excited? The excitement you show for teaching, and what it is you are teaching, is infectious. Your students can become excited about what is going on in your classroom only if you are. You can be sure that if the students sense that you are less than enthusiastic, it will be difficult to motivate them.
- Am I animated in the classroom? Did I move around, talk to and look at each student?
- Have I provided variety? Students will quickly get bored and possibly disruptive if you do the same thing all the time. Think about how you would feel if you were exposed to endless repetition.
- In what ways did I make the students responsible for the desired outcomes of this class?
- Did I let the students have enough time to respond?
- Were my questions or directions complete, precise, and understood?

In reflecting on your relationship with your students or parents:

- Do I seriously listen to the students, prior to responding myself?
- Have I seriously considered the situation from a student’s or parent’s view?

## WORKING WITH YOUR COOPERATING TEACHER(S)

Your cooperating teacher(s) and university supervisor are jointly responsible for your evaluation and making a recommendation to pass student teaching (see Supervision and Evaluation section below). While the university supervisor will visit you regularly, your cooperating teacher is the major source of information and modeling for your professional development.

You and your cooperating teacher should engage in **daily** informal conversations designed to assist and support you. You should also schedule lengthier **weekly** conferences with your cooperating teacher after observations (or at mutually agreeable time) that promotes reflection and professional growth. Below are some important topics to discuss throughout the semester with your cooperating teachers:

### ***Adapting to the School Culture***

Your CT is your guide to your school's culture, e.g., its values, assumptions, norms, and routines. Besides potentially setting you up to fail with students, violation of these norms and procedures, whether intentional or not, can make acceptance into a school's culture difficult for you. Failure to accept the school's culture may be interpreted by the staff as a lack of professional attitude and demeanor.

It is possible that you may not philosophically accept certain aspects of a school's culture or sub-cultures. Remember that not all schools are alike. Use such insight as a yardstick for judging a potential match when searching for a teaching job. Remember that you are the guest of the school. Please avoid criticism of the school, the teachers, the students, and their parents. Learn and follow the rules, regulations and philosophy of the school in which you work. The classroom is the legal responsibility of the cooperating teacher. Curriculum and/or policies are not things you can change simply because you do not approve.

Your supervisor will provide specific suggestions for getting to know the routines and norms of your school building. The document, ***Student Teacher Checklist to Get Ready for the Semester***, helps you to think through and inquire about policies (district, school, and classroom) that will assist you in active efforts at classroom instruction and management. It also provides a useful format for notes about key people in your school. (The Student Teacher Checklist document can be found on the CU School of Education website under Requirements and Resources for Student Teachers, Cooperating Teachers, and University Supervisors.)

In addition, here are some general guidelines to ensure a smooth transition into your school building's culture:

- Be prompt, courteous, and dependable to both students and school staff. If you show staff and students respect and courtesy, they should respond in kind.
- Volunteer! Take the initiative. Ask how you can be of help. Get involved in the school. The students and staff will notice and respond to you as a member of their community.
- Find out and follow school and district policies and calendars.
- Find out who support staff are (e.g., special education specialists, literacy specialists) and how to communicate most effectively with them.
- Find out where and when to eat, make phone calls, and perform other personal business.
- Determine copying and materials use policies: don't "give" work to secretaries or aides until you know this acceptable and standard practice. If you are in high school and have student workers/aides, find out the expectations for delegating tasks to them and appropriate forms of feedback to provide them about their performance.

### ***Knowing & Working with Your Students***

Your job is to get to know your students--learn their names, their needs, their quirks, their prior experiences with the concepts you are teaching. By knowing your students you can support their learning and development. Your cooperating teacher will help you learn your students' names, and guide you in noticing and interpreting your students' actions and interactions. Your cooperating teacher will also help you access students' files and understand a teacher's responsibilities in providing accommodations for students on IEP, ILP and 504 plans. Your CT will also help you understand the overall student body/context at your school, as well as the school's climate. Some schools set improvement goals around school climate/community: Ask whether this is the case at your school and what theory of action and/or specific practices the school is pursuing to enhance school climate/community and students' experiences at school.

Student teaching brings you into close and extended contact with children and youth. While effective teaching is based on warm, mutually respectful relationships between teachers and students, a growing concern in our society about inappropriate and exploitative adult relationships with children places the relationship between teacher or student-teacher and children into close scrutiny by parents, colleagues, administrators, and even other children. The following guidelines are suggested to protect yourself and your students. The principal of your school may advise you of additional local school guidelines; do not hesitate to raise any concerns with your supervisor, cooperating teacher, or the principal.

- Uphold your obligations as a Mandated Reporter
- Adhere to professional ethics regarding the student-teacher relationship by not pandering to the affections of your students. You can be friendly without becoming a "buddy" to the students.
- Never permit students to discuss other teachers in front of you. Be ethical in your discussions about the students and the school.
- Be aware that some styles of communication with students and parents (i.e., requiring eye contact, handshakes, use of first names) may be sensitive for cultural reasons. Some interactions could be misconstrued as offensive, inappropriate or even confrontational.
- Avoid being alone with a student of either sex, if possible. When you do need to meet individually with a student ensure, as far as possible, that it is in sight of other adults.
- When providing first aid or personal care to a student (i.e., a young student or a student with a disability), make sure you are accompanied by or can be seen by another staff member or adult, whenever possible.
- Do not administer any medications, including over-the-counter medications.
- Avoid transporting students in your car unless you have the approval of the student's parent and the principal. Personal visits between students and student teachers at either party's home are also inappropriate.
- Avoid visiting or meeting students outside the school environment or after school hours unless it is part of an approved school activity or excursion.
- Never use corporal punishment. This means that you must not strike, push, or physically discipline a student.
- Avoid making physical contact with students in a way that might make them uncomfortable. Hugging a student or touching a student's face or head as a greeting or gesture of encouragement or familiarity may be misinterpreted. A handshake or an encouraging pat on the back, arm, or shoulder is generally acceptable as a sign of approval or support from the teacher. Teachers always need to be sensitive to children's individual reactions to being touched.
- Discourage affectionate touching from students as well, while acknowledging their kind intentions.

- Avoid providing your personal phone number or email. Do not friend your students on Facebook or other sites. Do not email, telephone or send phone messages to students for non-essential or personal purposes. Where any of these activities are essential, make sure that they occur with the knowledge and approval of the principal and the parents and use official school email accounts or communication platforms. Be professional in your communication.
- Do not single out an individual student for preferential treatment, gifts, treats, etc.

## **Planning**

Work with your cooperating teacher to understand your school/district's established curriculum, along with school-wide, department or grade-level academic policies or practices you will be expected to follow (e.g., late work policies, communication of standards and expectations, length of literacy block, etc.). Your cooperating teacher(s) may also have routines around use of time, space, student behavioral expectations, etc. that you will need to work within or change intentionally and thoughtfully only after careful discussion with your CT(s).

You will engage in co-planning with your cooperating teacher, and in some cases grade-level or course-level teacher teams. Some planning will be short-term (daily/weekly) and some will be longer-term (monthly). When you have primary responsibility for teaching, you should expect to prepare written lesson plans. The format may be determined by your school/department, your cooperating teacher or university supervisor, or you may rely on lesson plan formats you practiced in teacher education courses.

Planning involves preparing all instructional materials, knowing how to use technology efficiently, and reserving space or other material resources necessary for the lesson(s). Work with your CT to find out what support materials or resources are available in your building/department and how to access them (e.g., text sets, software available on classroom computers or school computer lab, supplementary curriculum materials, FOSS kits, consumable lab materials, globes, microscopes, etc.). Find out how to make copies and what policies are in place about number of copies you may make or when you may use copy machines, etc.

At the beginning, your cooperating teacher will review all lesson plans carefully. "Winging it" is not acceptable. Your university supervisor will have specific expectations about sending lesson plans in advance of scheduled observations and/or about requesting to see written lesson plans for unannounced observations. Principals or other administrators may ask for a written lesson plan at any time. If for some reason you must be absent, you should prepare written lesson plans that a substitute, or your CT, can follow. There may be times when your CT is your substitute and they deserve lesson plans as well.

Your cooperating teacher will assist you in identifying an appropriate concept/objective for the learning segment in your Teacher Performance Assessment (edTPA). See the edTPA Handbook for more information on identifying content for the edTPA learning segment. The edTPA Handbook will be emailed to you at the beginning of your student teaching semester.

Learn as much as you can with your cooperating teacher about his/her systems to orchestrate coherent, engaging curriculum that is responsive to your students' needs and district curriculum.

## **Assessment**

Ask your cooperating teacher to spend some time discussing the types of assessments s/he uses, other assessments which would be acceptable, and grading standards and procedures. You should be prepared to evaluate student progress and be responsible for assessing the lessons you teach. Also take time to discuss

district benchmark assessments and/or state assessments and your role in preparing students for them and/or in proctoring high-stakes assessments.

### ***Classroom Management***

Classroom management may cause more frustration for student teachers than any other aspect of teaching. At the very least, it will be challenging. “Management,” however, is much more than control or discipline. Good management is active, and includes managing time, lessons, and materials. In addition to careful lesson planning, task analysis, and observation of your cooperating teacher and others with sound management skills, the following ideas may help you to avoid some management problems when student teaching:

- Make few rules. The fewer the better. Be certain you can and do enforce the ones that are established, and be equally certain your rules are permissible in your school. You might involve students in any “rule making” for your classrooms and aim to establish student responsibility for behavior in the class.
- Avoid threats unless you are absolutely certain you can (and should) carry out what you promise to do.
- Be consistent. Show no favoritism to any student.
- Make decisions **after** you have gathered all the facts. Don’t jump to conclusions.
- Management and discipline in your classes are your responsibility. The principal’s office is not the dumping ground for your disciplinary problems.
- Have students address you by your **surname** (not first name, unless this is counter to the school’s culture). This usually helps provide some “social distance;” contrary to what you may think, it does not prevent students from feeling close to you.
- Be in your classroom several minutes before the class begins and don’t leave before students do.
- Be friendly, fair, but FIRM. Make sure you use logical consequences and always follow through.
- Begin class promptly. Routine matters should be handled as quickly and unobtrusively as possible. *Maximizing time-on-task is a major characteristic of classes that have few management problems.* Insist that students be in the class promptly when the period begins and be prepared to begin working.
- Praise in public. Reprimand in private.
- Make learning exciting and enjoyable. Make your classes ones which students want to attend. This can do more for promoting positive behavior than imposing strict rules.
- Always be prepared with something extra. When lessons run short, have something prepared which will be interesting. This may be a reading, a tape, a set of pictures, an intellectual puzzle, or an interesting article from the morning paper.
- Avoid over-reacting. Aim to be in control of yourself. Try not to take student behavior personally.
- **Help each student, each day, achieve some degree of success** (both you and the students need this). It is all too easy for some students to experience nothing but failure in school.
- **Listen** to students!

## ASSUMING CLASSROOM RESPONSIBILITIES

The suggested progression for student teachers to follow is shared here. It guides your orientation to the student, classroom/school, completion of the Teacher Performance Assessment (edTPA), the gradual assumption of teaching responsibilities including a solo and/or co-teaching experience, and major checkpoints to assess progress toward satisfying Performance-Based Standards for Colorado Teachers.

Music k-12 candidates follow a slightly different progression when assuming classroom responsibilities given the structure of their two placements. Your supervisor will provide guidance in adapting this suggested progression to your context.

### ***Before Student Teaching***

- Review the Student Teaching Handbook
- Review curriculum guides, and if possible, instructor version of textbook and/or relevant instructional materials you will use during your student teaching
- Review your school's website, noting key resources such as bell schedule, calendar, newsletters, mission, contact information, school colors and mascot, etc.
- Self-assess your technology skills you will need to complete the edTPA. Shore up weak areas.
- Self-assess your strengths/weaknesses and set professional learning goals for your student teaching
- Work out your daily commute logistics

### ***During weeks 1 and 2***

- Orient yourself to the building and classroom(s) using your school's Teacher/Staff and Student Handbooks as well as CU's document, ***Student Teacher Checklist to Get Ready for the Semester***.
- Complete any paperwork required by your school/district to be a student teacher (if not already completed)
- Schedule a regular weekly time for more in-depth conferences with your CT
- Observe your cooperating teacher(s) classroom(s) with a focus on classroom management, learning students' names and any students with identified needs, becoming familiar with curriculum and your teacher's academic policies and practices (e.g., how is late work handled, how is homework collected, what is the routine to start the day or period, how are assignments returned, etc.)
- Conference with your CT and US
- Confer with your CT about possible focus of instruction for your edTPA learning segment and your ideas for instructional activities and assessments for your edTPA
- If elementary, begin to focus on your teacher's instruction in your edTPA content area (your supervisor will help you determine whether that is literacy or mathematics)
- If secondary, identify a course/preparation that will be your focal course/prep for the Teacher Performance Assessment (edTPA)
- Co-plan with your teacher
- Work with students throughout the day (individual and small group, in all subject areas and courses), e.g., providing additional instructional support in those subjects/preparations your CT has primary responsibility for at this point in the semester
- Attend all meetings and join your CT in completing all other non-classroom teaching responsibilities



### ***During weeks 3 and 4***

- Continue co-planning and conferring daily and weekly with your CT
- Gain familiarity with instructional technology available in your classroom/school, e.g., document camera, interactive whiteboard, tablets, projection systems, etc.
- Continue working with and getting to know your students as learners, especially instructional strategies that are effective with students who have identified needs and features of school climate or school climate/community improvement goals as they relate to your students
- Talk with your CT about how s/he sets up and maintains student records, including attendance, electronic grade book, etc.
- Attend all meetings and join your CT in completing all other non-classroom teaching responsibilities, and you may begin to take over some non-classroom responsibilities
- Practice video-recording a lesson
- Other responsibilities as deemed appropriate

### ***During weeks 5 and 6***

- Continue co-planning and conferring daily and weekly with your CT
- Continue working with and getting to know your students as learners and supporting your CT actively in all instructional activities
- Attend all meetings and join your CT in completing all other non-classroom teaching responsibilities, and you may begin to take over some non-classroom responsibilities
- Other responsibilities as deemed appropriate

### ***During weeks 7 and 8***

- Begin adding more teaching responsibilities as appropriate and depending on your CT's choice of a solo or co-teaching experience
- Continue conferring daily and weekly with your CT
- Other responsibilities as deemed appropriate

### ***During weeks 7 through 16 (note this overlaps with prior entry)***

- Complete Mid-Assignment Assessment & Growth Plan around weeks 8-10.
- If you are not soloing, you and your CT will work out your specific responsibilities, e.g., a plan for co-teaching in some subjects/preparations
- Continue conferring daily and weekly with your CT
- Observe other teachers as appropriate and other responsibilities as deemed appropriate
- 

### ***During weeks 17 through 18***

- During the final two weeks, you and your cooperating teacher(s) will determine appropriate teaching responsibilities. This may involve a continuation of responsibilities already assumed or a gradual release of responsibilities as your CT steps back in
- Observe other teachers as appropriate and other responsibilities as deemed appropriate
- Final conference with University Supervisor and CT and US to complete the Standards Verification Form and to assess your progress on your growth plan
- The university supervisor and cooperating teacher will complete their final evaluations of your semester of student teaching
- On-line exit survey links are sent out during the first two weeks in December for fall student teachers and the first two weeks in May for spring student teachers

- All required paperwork is submitted by you, your supervisor, and/or your CT to the Office of Student Services
- Return all borrowed books/instructional materials to your CT/school
- Say farewell to k-12 students and thank all building colleagues and administrators for their support during student teaching

## SUPERVISION AND EVALUATION IN STUDENT TEACHING

Your student teaching performance is both a responsibility and opportunity.

In the long run, you can have a profound influence—either positive or negative—on the students you teach. You can inspire a student who otherwise would be uninspired, or you can stifle interest in learning.

In the short term, when you seek a teaching position, those responsible for hiring look very closely at your growth in student teaching. The evaluations and recommendations from your cooperating teacher(s) and university supervisor may be instrumental in obtaining a teaching position. These recommendations and the reputation you build in the school can open doors to a future as a teacher.

### ***Supervision v. Evaluation: What's the difference?***

Your cooperating teacher(s) and university supervisor collaboratively *supervise* your development during student teaching, providing formative feedback during observations and conferences.

They also collaboratively make a *summative evaluation* that you have successfully completed student teaching. A pass or fail grade is recommended to the Director of Field Experiences. In cases of disagreement, the Director of Field Experiences will work with all parties to resolve disagreements; ultimately, though, the Director of Field Experiences and Associate Dean for Teacher Education have the final say in decisions about whether to pass a student teacher and/or recommend for licensure.

To pass student teaching you must:

- Complete attendance dates specified in your student teaching confirmation contract (or as amended during semester due to illness or other events)
- Meet deadlines or due dates set by your university supervisor and/or your cooperating teacher
- Satisfy, or demonstrate proficiency on, Performance-Based Standards outlined in the Colorado Teacher Evaluation Rubrics Form
- Satisfy , or demonstrate proficiency, on the Teacher Performance Assessment (edTPA)
- Receive a recommendation of PASS from your supervisor and cooperating teacher

Note: Passing student teaching is one of several requirements to be satisfied for licensure recommendation. See the section later in this handbook that addresses the full set of requirements to be met before CU will sign an institutional recommendation for an initial CO teaching license.

The table below shows the different purposes, tools, and settings for supervision and evaluation.

	<b>Purpose</b>	<b>Tools on the Student Teacher Resource Website</b>	<b>Settings</b>
<b>Supervision</b> (Formative)	To provide formative feedback and guide your development as a teacher	Observation Records  Plan for Teaching--optional  Weekly Student Teaching Activity Plan--optional	Informal daily meetings between ST and CT  Weekly extended meetings between ST and CT  Observation & Post-Observation Conferences between ST & US
<b>Evaluation</b> (Summative)	To make a summative evaluation, a formal decision about readiness to teach and licensure recommendation	Student Teaching Standards Colorado Teacher Evaluation Rubrics Form--required  Mid-Term and Final Student Teacher Assessment--required	Mid-term Assessment & Growth Plan Conference among ST, CT, and US  Final Assessment Conference among ST, CT, and US

### ***Supervision: Supporting your Growth as a Teacher***

Your CT and US supervise your development as a teacher.

#### **Initial Visit & Conference**

In the first two weeks of the semester, your US will make an initial visit and hold a conference with the CT(s), US, and ST to accomplish the following tasks:

- Get acquainted and share contact information/schedules (if not already done prior)
- Clarify expectations around observations, the Teacher Performance Assessment (edTPA), and determine whether the ST has satisfied Performance-Based Standards for CO Teachers and met CU's professionalism expectations
- Establish tentative timelines for ST to assume teaching responsibilities and do solo and/or co-teaching
- Set tentative date for mid-assignment conference
- Clarify any remaining questions about expectations, CT role, and supporting the ST

#### **Informal Daily & Weekly Meetings Between ST and CT**

You and your CT will meet informally each day to plan and debrief how things are going. This is a good time to ask for specific feedback from your CT, suggestions for improvement and to problem solve issues and dilemmas that arise.

Your CT will conduct one focused observation each week. This is not intended to be a formal written observation that goes in your permanent file. CTs *may* choose to use the School of Education Observation Record Forms used by the US during formal observations. You and your CT will decide on a focus for each week's observation, based on your professional growth goals and/or aspects of your practice that need more attention.

You and your CT will also meet once a week for a more extended conference in which you conduct longer-term instructional planning and track progress in meeting Performance-Based Standards and/or professional growth/development goals. This is a good time for you and your CT to maintain and regularly update the

*Colorado Teacher Evaluation Rubrics* Form. During your weekly meeting, note specific lessons taught or activities over the past week where you have demonstrated meeting Performance-Based Standards for Colorado Teachers. These *unofficial* notes are a helpful resource during the Mid-Assignment & Final Conferences facilitated by the US.

#### Observation Visits by University Supervisor

Your university supervisor will make at least five observation visits to your school during the student teaching semester. Your supervisor is an advocate and liaison between the university, you, and your cooperating teacher(s). The supervisor should visit and consult with both you and the cooperating teacher(s) on your performance at least once every two to three weeks.

Visits will be scheduled in advance and can be unannounced. Supervisors will collaborate with you to schedule visits and will share their expectations for pre- and post-conferences as well as how lesson plans should be shared in advance of a visit. For each of the five required formal visits, your supervisor will share observation notes, and these notes will also be included in your official file. Your supervisor will determine which program-approved form s/he plans to use. Because of state regulations, university supervisors are requested to use the program-approved forms rather than personally designed forms.

### ***Evaluation of Student Teaching Performance***

#### Demonstrating Proficiency on Performance-Based Standards for Colorado Teachers

To pass student teaching you will be expected to **satisfy**, or demonstrate **proficiency at a BASIC level** on, each standard element of the Performance-Based Standards for Colorado Teachers that are included on the Colorado Teacher Evaluation Rubrics Form (note this is not a comprehensive list of Performance-Based Standards, as some are satisfied prior to the student teaching experience and some are satisfied in a regular teaching position).

#### Mid-Assignment Assessment and Growth Plan Conference

The mid-assignment conference is a critical juncture in the student teaching semester. During this conference you, your CT and US will evaluate overall progress in student teaching and more specifically whether you have satisfied or are on track to satisfy Performance-Based Standards for Colorado Teachers and CU's Professionalism expectations.

- **When:** It occurs around weeks 7-9, and may be scheduled on the same day as the supervisor's third observation. The US facilitates the conference among the CT(s), US, and ST.
- **Before:** Prior to the conference, the CT(s) and ST review the *Colorado Teacher Evaluation Rubrics* Form on which you and your CT have been recording evidence of either satisfying a standard or progress toward demonstrating proficiency at a BASIC level.
- **During:** The US facilitates a discussion of the following
  - **General discussion about what's going well**
  - **Specific discussion about the Colorado Teacher Evaluation Rubrics Form:** The triad (or quad when ST has 2 CT's) will assess whether sufficient evidence has been gathered to satisfy standards and, if not, develop specific goals or strategies to demonstrate proficiency in the second half of the student teaching semester. Goals should be set if a specific Performance-Based Standard has not yet been observed by the mid-assignment conference or is not rated at a level 3.
  - **Verify no major concerns:** At the mid-assignment conference, the US or CT verifies they have no serious concerns about the candidate. A serious concern is defined as failing to make adequate

progress in *any* area of teaching practice and/or potential to not satisfy *any* standard by the end of the student teaching.

- **After:** If major concerns are raised during the conference, the US will involve the Director of Field Experiences and together they will generate a plan of action to respond to the concerns raised.

### Final Evaluations of Student Teaching

The US will hold a final conference with the ST and CT near the end of the semester with the purpose of ensuring all standards on the Colorado Teacher Evaluation Rubrics Form have been satisfied. This is a chance to revisit growth goals established during the mid- assignment conference and note and celebrate progress. The US submits this completed form to the Office of Student Services.

## edTPA

CU uses the first nationally available, standards-based performance assessment for pre-service teachers: edTPA. During your student teaching semester, you will complete your edTPA capstone portfolio which will be scored nationally. You will upload your edTPA portfolio to Pearson, the organization responsible for facilitating national scoring.

The edTPA is a summative, subject-specific assessment of teaching performance that demonstrates your readiness for licensure. Evidence of teaching competence consists of authentic artifacts documenting teaching and learning during a learning segment lasting approximately 3-5 lessons/hours and commentaries explaining, analyzing, or reflecting on the artifacts. In constructing the edTPA, you will apply what you have learned from your coursework about research, theory, and best practices related to teaching and learning.

edTPA comprises three tasks: (1) Planning for Instruction & Assessment, (2) Instructing and Engaging Students in Learning, and (3) Assessing Student Learning. edTPA Handbook provides extensive guidelines for completing each task as well as rubrics for evaluating evidence provided in the edTPA.

**edTPA Fees & Vouchers:** **There is a scoring fee of \$300 which is assessed of every student teacher through your CU student teaching course fees.** Prior to completing your edTPA work, you will receive a voucher number from a Director of Field Experiences, which is your receipt for the \$300 assessment. You must use the voucher number to register to upload your edTPA portfolio to the Pearson platform. The Director of Field Experiences determines and communicates the date for uploading to Pearson (generally October in fall and March in spring). Supervisors will also share this date with you.

**edTPA Handbooks & Templates:** You will receive your edTPA Handbook and Templates prior to the start of your student teaching semester.

**Support for edTPA During Student Teaching:** Your university supervisor will make time during student teaching seminars to discuss edTPA and provide appropriate levels of support as you work through tasks. Because edTPA is an assessment of your ability to accomplish teaching tasks, you will not receive extensive editing or feedback on edTPA drafts. In addition, up to three work days may be scheduled. On these edTPA work days, you may be out of your student teaching classroom to complete edTPA tasks.

**Video Support:** Personnel in the Academic Media Lab, located in the ATLAS building at 301, are more than willing to help you with their equipment issues and video questions. They can be available, **by appointment**, to provide the following:

- quality video cameras for you to check out at no cost
- guidance in how to record your lessons
- guidance in editing, adding captions to your video, and/or obscuring the face of a child who is seen in the video but did not return a permission form.

Your university fees cover the costs of this support so don't hesitate to call on them for help or questions at any time. Contact: [timothy.riggs@colorado.edu](mailto:timothy.riggs@colorado.edu) or call 303-492-8804. Be sure to call with questions and, if you want to use the Media Lab, be sure to call and make an appointment.

**Assessing edTPA, Scores and Licensure:** During your student teaching semester you must complete the national Teacher Performance Assessment (edTPA) by the due date given. This assignment is completed and counts for 50% of your grade in the student teaching seminar, EDUC 4513 Education & Practice. Full credit for completion involves submitting a properly labeled flash drive to your University Supervisor by the deadline given to you in their seminar calendar.

Your edTPA will be scored by a nationally trained and calibrated scorer. We expect CU student teachers to receive a minimum composite score of 42/75 (except World Languages which is a 36) in order to be successful in student teaching and to be recommended for licensure. If you receive a score below 42, the Director of Field Experiences and your university supervisor will look at areas of challenge for you on your edTPA and determine how a low score could affect a licensure recommendation.

#### **edTPA REMEDIATION POLICY AND PROCEDURE**

- ☐ 42 and above is passing
- ☐ 37-41 will be locally rescored and MAY need to be resubmitted to Pearson if there is not enough evidence that the ST demonstrated appropriate knowledge/ability/etc. in their content area
- ☐ a score of 36 or lower would require the student to resubmit Task 3 (\$100) or a completely redone edTPA (\$300) to Pearson. The costs of resubmission are incurred by the student.

World languages:

- ☐ 36+ is passing,
- ☐ 32-35 is locally rescored and MAY need to be resubmitted to Pearson
- ☐ 31 or lower requires the student to resubmit Task 3 (\$100) or a completely redone edTPA (\$300) to Pearson. The costs of resubmission are incurred by the student.

We are committed to ensuring every candidate meets the national standard of 42 and above through either a national or local score.

By producing your own edTPA, you will be a part of a national community of teacher educators who are directly involved with this tool. Data on this assessment is much more meaningful in assessing readiness to teach than multiple choice licensure tests that are currently in place to assess content knowledge. You can take pride in having been a part of this movement to better assess teacher readiness as well as teacher performance in the classroom.

**Adding edTPA to your resume and to interviews:** Having completed the work of edTPA, you will be more prepared to provide pithy, thoughtful answers to interview questions. You should feel comfortable referring to your work with edTPA in an interview. **You may NOT, however, share the video recordings you gathered in your edTPA with prospective employers.**

You should also take pride in adding the completion of edTPA to your resume. An example of how it might look on a resume follows.

#### Completed edTPA (educative Teacher Performance Assessment)

#### Semester, Year

- This capstone is a national assessment modeled after National Boards
- Rigorous assessment of readiness to teach
- Focuses on academic language, planning differentiated instruction, engaging students in complex thinking, analysis of patterns in student work, and teacher feedback to guide learning
- Ongoing reflection on impact on student learning

## PAPERWORK AND SUBMISSION OF edTPA PROJECT

Student Teacher	University Supervisor	Cooperating teacher
Required Forms		
Student Teaching Contract	Observation Forms (5)	Verify Student Teaching Contract information
Student Teaching In-School Schedule Form (give to US)	Colorado Teacher Evaluation Rubrics Form (includes mid-term and final evaluations)	Colorado Teacher Evaluation Rubrics Form (includes mid-term and final evaluations)
Submission of Teacher Performance Assessment (edTPA) (give to US)	US Evaluation of CT (online link will be sent)	CT Evaluation of US (online link will be sent)
Exit Survey of CT, US, edTPA, SOE Program (online link will be sent)		

Student Teacher	University Supervisor	Cooperating teacher
<b>Optional Forms</b>		
<b>Student Teacher Profile</b>		Cooperating teacher Profile
<b>Getting Ready for Semester</b>		Supervision of Student Teaching Log (if you seek Recertification Credit--note you maintain this in your own records and <b>submit to CDE directly when you are eligible for renewal of a license</b> )
<b>Student Teacher Plan for Teaching</b>		
<b>Weekly Student Teaching Activity Plan</b>		
<b>Unit Organizer</b>		Registration form and syllabus/log for receiving credit from CU for supervising a student teacher. CU pays tuition or stipend form

## REMOVAL FROM STUDENT TEACHING and/or the PROGRAM

If at any point during student teaching, a building principal, the university supervisor or the cooperating teacher, in conjunction with the Director of Field Experiences, determine that a student teacher's behavior and/or performance negatively impacts the k-12 students in the classroom or school community, removal from student teaching will be considered.

Before any action is taken to remove a candidate from student teaching and the teacher preparation program, the building administrator, university supervisor, and cooperating teacher will examine relevant issues regarding the total student teaching experience. Following that discussion, the Director of Field Experiences will schedule a conference with the student teacher, university supervisor, cooperating teacher, and other district personnel. In that conference, a plan of action will be discussed and a recommendation made.

Once serious concerns have been raised in an initial student teaching placement, the following plans of action may occur:

- (1) A Probationary Support Plan is developed for the ST, and the ST continues in the initial student teaching placement.
- (2) The ST is removed from the initial student teaching placement. A Probationary Support Plan is developed and implemented before the student is allowed to pursue a reassignment student teaching placement. The Probationary Support Plan details remediation steps that must be fulfilled before a reassignment will be made. In most cases the reassignment occurs in the next semester (e.g., if removed in fall, the reassignment occurs in spring).
- (3) The ST is dismissed from the program.
  - a. If concerns are sufficiently serious, dismissal from the program may occur at any time, even if concerns arise in the initial student teaching placement.
  - b. If the ST is removed from a reassignment student teaching placement, fails to meet expectations set forth in the Probationary Support Plan, and/or fails to make adequate progress in a reassignment placement, the ST will be dismissed from the program.

As with all academic decisions, the student has the right to appeal. You may request a Petition to Appeal from the Offices of Student Services.



## RECOMMENDATION FOR COLORADO TEACHER INITIAL LICENSE

To be eligible for recommendation from CU Boulder for a Colorado initial teaching license, you must,

- Receive a passing grade in EDUC 4691, 4712, 4722, or 4732
- Receive a B or higher in EDUC 4513 Education & Practice
- Pass the state-required licensure exam in your content area
- Complete all required content background courses as specified on your Course Checklist
- Complete all required teacher education courses
- Complete CU Boulder's Basic Skills requirement
- Complete a bachelor's degree from an accredited university

Your cooperating teacher and university supervisor make recommendations to the Director of Field Experiences regarding whether you have earned a passing grade in EDUC 4691, 4712, 4722, or 4732. Your supervisor is responsible for your grade in EDUC 4513. The Associate Dean for Teacher Education makes the final decision on whether to recommend for licensure.

You will apply directly to the Colorado Department of Education for an initial teaching license. The Director of Student Advising introduces the application process at the Student Teaching Kickoff Meeting. You are responsible for attending this information session and for knowing the content presented at the session. The Director of Student Advising also provides information regarding licensure reciprocity for other states.

## TROUBLESHOOTING AND COMMUNICATION

The teachers to whom you are assigned are experienced, and most have worked with student teachers before. You are the novice in the situation. Although you may have excellent ideas of your own, you should avoid being presumptuous and playing the role of the expert. You might present your ideas to your cooperating teacher, get feedback, and ask to try them out. Also, value suggestions given by both the cooperating teacher(s) and university supervisor; try them out and give yourself sufficient time in such attempts. Trust your cooperating teacher(s) and supervisor. Their primary job is to help you become the best teacher you can be during the time they are with you. They want you to succeed. Your role as a student teacher is not to change the school. You are in the school to learn from experienced professionals. If you become aware of certain undesirable practices, remember them as things to avoid when you have been given a contract to teach.

Student teaching can be very difficult, tiring, and emotionally demanding, and you may find yourself feeling angry or hostile toward a student, a staff member (including your cooperating teacher), or a parent. The following suggestions may be useful, should you find yourself in such a situation:

- Speak up when an issue is important to you.
- Take time out to think about the problem and to clarify your position.
- Use "I" messages.
- Try to appreciate the fact that people are different.
- Recognize that each person is responsible for his or her own behavior.
- Try to avoid speaking through a third party (although, if first-person attempts are unsuccessful or impossible, your university supervisor may help you negotiate conflict).
- Don't strike while the iron is hot.
- Don't use "below the belt" tactics.

- Make *specific* requests for change or action.
- Do not participate in abstract arguments that go nowhere.
- Never tell another person what she or he thinks or feels or **SHOULD** think or feel.
- Don't expect change to come about from hit-and-run confrontations. Constant, clear communication is necessary.

(Revised from Harriet Goldhor Lerner, *The Dance of Anger*, New York, Harper & Row, 1985.

Good luck as you complete the last of your preparation for teaching – the student teaching experience.