STUDENT TEACHER

INFORMATIONAL HANDBOOK

FOR TEACHER CANDIDATES WHO PLAN TO STUDENT TEACH DURING THE SPRING 2017 SEMESTER

University of Colorado Boulder
School of Education
249 UCB, Office of Student Services
Boulder CO 80309-0249
(303) 735-1908 phone
(303) 492-5839 fax

Rachel Perini
Field Experiences Assistant
rachel.perini@colorado.edu
303-735-1908

Ashley Cartun
Director of Elementary Field Experiences
ashley.cartun@colorado.edu
303-492-2590

Alison Boggs
Director of Secondary Field Experiences
lynne.boggs@colorado.edu
303-492-2590
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>STUDENT TEACHING PLACEMENT CALENDAR</td>
<td>3</td>
</tr>
<tr>
<td>SPRING 2017 STUDENT TEACHER CHECKLIST</td>
<td>4</td>
</tr>
<tr>
<td>ELIGIBILITY</td>
<td>5</td>
</tr>
<tr>
<td>BEFORE THE STUDENT TEACHING DOCUMENTATION DEADLINES</td>
<td>6</td>
</tr>
<tr>
<td>Making Decisions and Exploring Options</td>
<td>6</td>
</tr>
<tr>
<td>ROLE OF THE DIRECTORS</td>
<td>7</td>
</tr>
<tr>
<td>FAQs</td>
<td>8-9</td>
</tr>
<tr>
<td>THE DOCUMENTATION PROCESS</td>
<td>9-10</td>
</tr>
<tr>
<td>Preparing High Quality Student Teaching Documentation</td>
<td>11</td>
</tr>
<tr>
<td>THE COVER PAGE</td>
<td>11</td>
</tr>
<tr>
<td>THE RESUME</td>
<td>11</td>
</tr>
<tr>
<td>THE NARRATIVES</td>
<td>11</td>
</tr>
<tr>
<td>THE CONTENT AREA COURSE HISTORY</td>
<td>12</td>
</tr>
<tr>
<td>OTHER THINGS TO KNOW ABOUT THE DOCUMENTATION PROCESS</td>
<td>13</td>
</tr>
<tr>
<td>AFTER YOU SUBMIT YOUR DOCUMENTATION</td>
<td>13</td>
</tr>
<tr>
<td>YOUR STUDENT TEACHING CONTRACT</td>
<td>14</td>
</tr>
<tr>
<td>WHAT IS A SUPERVISOR?</td>
<td>14-15</td>
</tr>
<tr>
<td>SOURCES THAT PROVIDE EVIDENCE FOR LICENSURE</td>
<td>15</td>
</tr>
<tr>
<td>SAMPLE COVER PAGE</td>
<td>16</td>
</tr>
</tbody>
</table>
In partnership with the Office of Student Services (OSS), you will spend the next few months making arrangements for your student teaching semester. The placement process is collaborative, and combines guidance and sharing of professional expectations and parameters from us, well-informed preferences from you, and the expressed preferences of public school teachers and administrators who agree to mentor you in your professional semester. We are beginning the process now so that we can ensure good placements for all of our student teachers.

Please read the following information carefully. It is designed to assist you during this process and will address many questions you may have. *You are responsible for knowing and understanding the information in this document. It is extremely important that you meet all deadlines. Failing to do so may reduce or eliminate your chance of student teaching during the upcoming semester.*

**STUDENT TEACHING PLACEMENT CALENDAR**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Spring/summer 2016</strong></td>
<td>Students should start creating a professional resume.</td>
</tr>
<tr>
<td></td>
<td><strong>Student teacher eligibility should be confirmed by the Director of Advising (Travis Anderson) and student teacher.</strong></td>
</tr>
<tr>
<td></td>
<td>Students should start working on all documentation materials</td>
</tr>
<tr>
<td><strong>September 9, 2016</strong></td>
<td><strong>Student Teaching Documentation Materials due by 5 pm to <a href="mailto:studentteach@colorado.edu">studentteach@colorado.edu</a></strong></td>
</tr>
<tr>
<td><strong>December 20, 2016</strong></td>
<td><strong>Program course and Licensure exam requirements must be completed</strong></td>
</tr>
<tr>
<td><strong>January 2, 2017</strong></td>
<td><strong>Spring 2017 Student Teacher Kickoff Meeting—MANDATORY meeting for all student teachers. Please mark your calendars now! This meeting CANNOT be made up.</strong></td>
</tr>
<tr>
<td><strong>January 2017</strong></td>
<td><strong>First day of student teaching</strong> <em>(may vary according to school/district)</em></td>
</tr>
<tr>
<td></td>
<td>DO NOT make plane reservations or vacation plans until you have secured your student teaching placement. All student teachers must attend the mandatory kickoff meeting in January. If you travel in December, plan to return before the end of the month to allow for potential travel delays. You will also want to be able to work with your cooperating teacher to set up the classroom, attend teacher in-services or professional development opportunities, if appropriate.</td>
</tr>
<tr>
<td><strong>May 2017</strong></td>
<td><strong>End of student teaching</strong> <em>(may vary according to school/district and contract start time, minimum requirement 16 weeks)</em></td>
</tr>
</tbody>
</table>
STUDENT TEACHER CHECKLIST

- Put mandatory Student Teacher Kick-off Meeting/1st Seminar on your calendar January 2, 2017 (tentative)
- Fill out survey of interests and/or make an appointment with the Director of your level to discuss your interests in districts and grade levels. The link to the survey can be found in the email sent to you in late April 2016.
- Prepare resume.
- Confirm student teacher eligibility with Director of Advising.
- Prepare narratives to address the following topics:
  1. “Describe the factors which influenced your decision to pursue a career in teaching;”
  2. “What are your three goals for your student teaching experience? How will student teaching help you achieve these goals?”
- Pass the PLACE or PRAXIS licensure exam now and send score report to the Director of Advising by December 20, 2016 (this is part of your student teacher checkout requirements). Do not wait to take your licensure exam.
- Submit documentation (cover page, resume, narratives, and content area course history) to studentteach@colorado.edu by 5 pm on Friday, September 9, 2016.
- Sign student teaching contract and contact clinical teacher to set-up planning sessions.
- Plan your professional wardrobe for the student teaching semester.
- Register for student teaching coursework:
  - Student teachers in all fields except music will register for:
    - EDUC 4513 — “Education and Practice” (Seminar)
    and one of the following:
    - EDUC 4691 — “Student Teaching: Elementary” (Elementary only)
    - EDUC 4712 — “Student Teaching: Secondary” (English, Science, Social Studies, Math, Latin, Japanese)
    - EDUC 4722 — “Student Teaching: Secondary 2” (French, German, Spanish)
    and one of the following:
      - FREN 4960 — “High School French Teaching” (French only; fall semester)
      - GRMN 4660 — “High School German Teaching” (German only)
      - SPAN 4660 — “High School Spanish Teaching” (Spanish only)
  - Student teachers in music will register for:
    - EDUC 4732 -- “Student Teaching K-12”
    and
    - MUSC 4193 -- “Student Teaching Seminar”
- Complete course requirements on your Program of Studies Checklist by December 20, 2016 or you won’t student teach. (The Director of Advising will contact you.)
- Attend mandatory January Student Teacher Kick-off Meeting/1st Seminar – January 2, 2017 (tentative)
- There are no make-up meetings. Meetings are not video recorded.
- Begin and end student teaching on your contract dates and attend all EDUC 4513 or MUSC 4193 seminars
- Network with teachers/administrators throughout your student teaching semester.
The student teaching experience is the capstone of our teacher education program, a time when our students truly discover and shape challenging new identities as beginning teachers. Student teaching involves extended teaching in a school within the school districts that partner with CU Boulder in the appropriate subject and level, as though you were a full-time teacher in that school for the semester. Student teaching is done at the grade level and teaching field in which you are to be licensed.

**ELIGIBILITY**

To be eligible to begin student teaching you must have:

- successfully completed ALL required academic and education courses prior to student teaching, including successful completion of the practicum experiences
- demonstrated appropriate professional attitudes and behaviors (dispositions) expected in school settings
- maintained an overall 2.75 GPA in your teaching field, and in education courses (3.00 for Master’s Plus students)
- completed the teaching field methods course
- confirmed a student teaching assignment
- completed the Basic Skills requirement
- passed either the PLACE or PRAXIS licensure exam

All students who plan to student teach will have their files reviewed and their eligibility approved by the Director of Advising.

- Students will confirm eligibility with the Director of Advising.
- Students will not be allowed to register for student teaching if they are unable to complete their requirements before student teaching deadline (see calendar on page 2).
- Student Teaching documents will not be sent to schools until Eligibility has been confirmed by the Director of Advising — no exceptions will be made.
- All requirements on the Student Teaching Eligibility Agreement must be completed on or before the deadline on the Student Teaching Eligibility Agreement. Student teachers who have not met the requirements must postpone their student teaching until the requirements have been met.

You must also register for Student Teaching and for your student teaching seminar course (refer to P. 3). Failure to do so may result in late registration fees and delay of grades and/or licensure!
Making Decisions and Exploring Options

Most of our student teaching placements are in the following districts:

- Adams 12
- Boulder Valley School District
- Denver Public Schools
- St. Vrain Valley Schools
- Jeffco School District

We make placements in these districts because:

- we are familiar with their programs and teachers
- we have solid professional relationships with them
- they offer strong support programs for our students during student teaching in the form of classroom management workshops for student teachers.

** Some schools in the following districts are not available for placement because of the lack of availability of a University Supervisor (for an explanation of this issue, see “What is a Supervisor– Why Do I Need One?” on page 18 of this document). Check with the Director of Field Experiences, at your level, before looking into schools in these districts.

- Aurora Public Schools**
- Brighton 27j Schools**
- Cherry Creek Schools**
- Douglas County Schools**
- Littleton Public Schools**
- Mapleton Schools (Adams 1) **

Please note:

- Some districts, including Boulder Valley School District, Denver Public Schools, St. Vrain Valley School District, Aurora Public Schools, and Cherry Creek School District, require an additional online district application. Visit the websites for these districts for further instructions.
- We send copies of your transcripts to schools in Adams 12, Cherry Creek, Littleton, and to Monarch and Boulder High Schools.
- Cherry Creek’s process is more complicated than some others. Visit their website for details on additional steps/requirements.
ROLE OF THE DIRECTORS IN PLACEMENT:

Elementary Director: Ashley Cartun (ashley.cartun@colorado.edu)
Secondary Director: Alison Boggs (lynne.boggs@colorado.edu)

The Directors of Field Experiences take information from you (from a survey) and/or information from a meeting with one of the Directors. In the survey and/or meeting, we will ask you to share your interests in districts, schools, grade levels, content (if secondary) and any teachers you may already know. We will then work with the district’s criteria for placing student teachers in order to find a good fit.

Once we have a potential placement in mind, we will send you to the school for an interview. If the school site feels that there is a good fit, we will accept this as your student teaching placement and we will send a contract. If the school feels the fit won’t be the best, we will look for another potential placement. At this point, the process will start over until we can send a final contract.

SECONDARY MATH AND SCIENCE STUDENTS ONLY:

If you are a secondary math or science candidate, you should contact
Jeff Writer (Jeffrey.writer@colorado.edu)
to provide placement assistance.

The School of Education requires that your clinical teacher must hold a Colorado professional license in the teaching field in which you will be student teaching. For example, if you request a teacher in language arts at a middle school, that teacher must hold a Colorado license as a language arts teacher. If you are working in a team, one of the teachers listed should hold a license in your area, and should be listed first on the confirmation contract returned by the school. To hold a professional license, your clinical teacher has at least three years of teaching experience.

**NOTE: SVVSD requires that their clinical teachers no longer be under “probationary status” in the district. Therefore, they must be teaching in SVVSD for more than 3 years.
FAQs

May I student teach in a district not listed on page 6?
No. We require you to select a student teaching site within the districts that partner with CU and where we have available supervision by University Supervisors.

Are there any schools at which I may be restricted from doing my student teaching?
Yes, you will not be assigned to a clinical teacher who is a relative or friend, to a school in which you were a student recently, or to a school in which you have a relative as a student or faculty member. Many school districts share this policy. In addition, some schools will indicate to us that they will be unable to accommodate student teachers at all.

**NOTE: Centaurus High School (BVSD) requires that a student teaching candidate have completed practicum work there in order to be considered. You will be denied placement if you choose Centaurus without prior experience there.

What are the criteria for us to place you in a school and with a Cooperating Teacher?

1. In order to host a student teacher, the school must be accredited.
2. Schools must be within the Metro-Denver area.
3. Clinical teachers must have a Colorado professional teaching license.
4. Clinical teachers must have taught in their content area or in their grade level for a minimum of 3 years.
5. Clinical teachers must 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).
6. If the clinical teacher is at the elementary level, he/she must be able to model and provide opportunities for candidate to teach literacy, math, science, and social studies curriculum.
8. Clinical teachers must have the support/approval to host a student teacher from the appropriate building administrator.
9. Schools must be using Colorado Model Content Standards or district/grade level standards which meet or exceed the CMCS.
10. In addition, if progressive or charter schools are chosen, the clinical teacher’s classroom must mirror a public school classroom in use of curriculum.

May I student teach at a parochial school?
The following are criteria for student teacher placement in parochial schools:

1. In order to host a student teacher, the parochial school must be accredited.
2. Students will be placed in a parochial school for their student teaching experience only upon a request by the student teacher.
3. The student will be placed in a parochial school setting provided the placement is determined based on secular criteria and the criteria used for placing student teachers in public schools meet the criteria for all placements (see above).
4. All services provided to the parochial school by a student teacher must be secular in nature. A student teacher placed in a parochial school setting may not engage in or promote religious indoctrination, practice, or instruction while in the parochial school setting.
5. Supervision and evaluation of student teachers in a parochial school setting must be based on the same
criteria as those student teachers placed in public schools.

**May I student teach at a private school?**

No. Private schools are sometimes not accredited and do not necessarily follow the criteria in place for public schools.

**This is going to be a lot of work and time, and I can’t hold another job. Do I receive a paycheck or stipend?**

No, you cannot be paid for your student teaching experience. Plan ahead so that you have the support you need to spend a semester student teaching without holding a job or other responsibilities.

**I already have teaching experience—can that count toward my student teaching semester?**

No, the student teaching semester cannot be waived or replaced by any previous teaching experience.

---

**THE DOCUMENTATION PROCESS**

Please examine the following statements carefully. If there are any of these statements you cannot confirm as true, you are obligated to inform us immediately. We assume all of the following to be true at the time of your documentation:

1. You have never been convicted of a felony.
2. We have your permission to release your name and contact information to prospective employers in school districts, should they contact us looking for potential applicants.
3. You are (or will be) registered properly and in a timely fashion for student teaching courses.
4. You are prepared to travel to whatever location, day, and time your University Supervisor establishes for your EDUC 4513 seminars. (Your input about this location may or may not be solicited.)
5. We have your permission to release your transcripts to any schools requesting them as part of the student teaching documentation process.

All student teaching documents must be submitted electronically in an email with one attachment. Please do not send your materials in separate emails or in multiple attachments. You should combine all of your materials into one PDF document and send it as an attachment to studentteach@colorado.edu.
Your documentation will not be considered complete without the following:

• In the subject line of your email, please type “Student Teaching Documentation Spring 2017– Last Name, First Name and placement detail (i.e. Elementary Ed, Secondary English, Music, etc)”

• In the body of your email, elementary and secondary teacher candidates must list one of the following two choices:

  ➢ I want to have support in pursuing my own placement. NOTE: If you already have one or more schools in mind, please list the name of the school(s), the grade level (elementary) or content (secondary), the name(s) of any cooperating teachers you would like us to pursue for you. You may have already put this information on the survey.

  ➢ I want the Directors to make my placement.

  ➢ If you and the Director have already confirmed a placement, please list that fact, including the district, school, and cooperating teacher’s name in your email.

  ➢ Student teachers in music will list the elementary and secondary schools, district(s), clinical teachers, and contract dates that have been pre-confirmed by the music department. Please be sure to SPECIFY that you are a music student and to list “Placement 1—first 8 weeks” and “Placement 2—second 8 weeks”. For more information on the selection process, please contact the appropriate person in the Music Department.

• NOTE: All elementary and secondary teacher candidates should make sure you have filled out our survey online no matter which option you have listed in your email.

• Combine the following (in order) as one PDF* attachment (file name “LastName_FirstName”) to your email:

  1. a cover page (not a cover letter, see sample on page 18) simply listing your name, email address, teaching field/level, and the documents you have included, which will include:

  2. a resume, which should include previous youth experience, special skills you bring to the classroom, and work history

  3. two short narratives which address the following topics:

    • “Describe the factors which influenced your decision to pursue a career in teaching;”

    • “What are your three goals for your student teaching experience? How will student teaching help you achieve these goals?”

  4. a content area course history with GPA (not for elementary student teachers). See page 12 for detailed information and tips.

Note: Your documents will not be corrected by the Office of Student Services. We will review resume drafts if submitted early and offer you suggestions as necessary. We will submit your final draft documents to schools EXACTLY as you submit it to us, regardless of typographical, formatting or grammatical errors.

*If you submit in Word format, or several separate attachments, you will be asked to resubmit. This is for your protection, as no changes can be made to PDF documents.
To be considered for a tentative student teaching placement, every teacher candidate will submit electronic documentation. This provides information about the teacher candidate to various school community members (e.g., superintendents, principals, clinical teachers, and other personnel). This is a marketing tool for the teacher candidate.

A superintendent, personnel director, principal or teacher, who is deciding whether to accept the placement request will receive a first impression of the teacher candidate’s potential by reviewing the documents. It is to the teacher candidate’s advantage to present the materials professionally. It is critical that the documentation be well-written, grammatically correct and free of spelling and typing errors. Proofreading is essential. A mistake can damage the teacher candidate’s placement opportunity. The teacher candidate should seek help from others in proofing the documents and the teacher candidate should allow ample time to complete everything.

THE COVER PAGE – An example is at the end of the handbook on page 18

The cover page will list your name, email address, teaching field/level, and will ask you to list the documents included in your submission. This will assure that you have included all of the required documents:

- Your resume
- Your two narratives
- Your content area course history (required for Secondary and K-12 Music candidates only)

THE RESUME

Please include a copy of your current resume. To ensure you are have prepared a professional-looking educational resume, we will provide a template which districts and principals have told us they prefer. During some semesters, we are able to offer a resume workshop. You will receive an email if a workshop becomes available to attend.

THE NARRATIVES

Please write narratives on the following topics:

1. “Describe the factors which influenced your decision to pursue a career in teaching?” and
2. “What are your three goals for your student teaching experience? How will student teaching help you achieve those goals?”

How long should my two narrative answers be?

Generally speaking, two to four solidly written paragraphs will answer either of these questions, but there is no minimum or maximum.

You should be more concerned that you’ve answered the questions well, and that your answers are well written. Your narratives and resume will be reviewed carefully by principals and teachers. Prospective administrators will be looking for well-written, carefully-proofread answers, not for a certain length. Several past requests have been turned down by teachers and administrators unwilling to consider student teachers who misspelled words or who submitted poorly written narratives.

Please don’t construct a list as your answer to either of these questions; we need you to demonstrate your writing skills by composing your narratives in complete, properly-constructed sentences.
What is a “content area course history” (required for secondary and K-12 Music candidates)?

This document consists of a list of no more than 20 courses, showing course number, course title, date of completion, and number of credit hours. In addition, the course history must also contain your cumulative college grade point average. You will calculate this yourself based on the courses you choose to list.

CONTENT AREA COURSE HISTORY EXAMPLE

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Date Completed</th>
<th>Grade Earned</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 3116</td>
<td>Nature Writing</td>
<td>Dec 2012</td>
<td>A</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 3563</td>
<td>American Literature after 1860</td>
<td>Dec 2012</td>
<td>B+</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 2010</td>
<td>Literary Theory</td>
<td>May 2011</td>
<td>A-</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 4214</td>
<td>English Novel</td>
<td>May 2010</td>
<td>B</td>
<td>3</td>
</tr>
</tbody>
</table>

Content Area GPA (you should be able to calculate this on your own) 3.46

Does everyone have to complete the content area course history?

No, elementary students omit this. All secondary students and all K12 music students must complete this document.

Which courses should be listed in this transcript?

You should list only those courses taken in your teaching field/content area—*not* education courses.

Where do I get my course information?

For CU coursework, this information is available through mycuinfo.colorado.edu. For non-CU coursework, you will need to refer to transcripts from your other schools.

I have more/less than 20 courses to list. What should I do?

If you do not have 20 courses to list, stop when you have given us all the information you have. If you have more than 20, select the 20 courses you wish to highlight.

Can I list courses in progress?

You can (and should) list courses in progress—just list your ending date as appropriate.

My content area is a foreign language (e.g., Secondary Spanish). I studied abroad, and some of the courses transferred back to CU were conducted in my content area language. May I still write these on my list of content area courses, despite the fact that they were not specifically language courses?

In the list of courses, you should note non-content area courses taught in another language so that a school administrator knows why you included them; e.g., "History of Madrid (taught in Spanish)."

My previous college didn’t do credit hours. For completing any course, you received a standard one credit. Should I list the equivalent number of CU credits?

You can probably assume that most courses with labs are good for four or five credit hours and those courses without labs count for three or four. If you have questions, check with your department advisor or with the Director of Advising.
OTHER THINGS TO KNOW ABOUT THE DOCUMENTATION PROCESS

• You must give us your @COLORADO.EDU email address. There are no exceptions to this rule! This is the official communication system for the university. You must check this account on a regular basis for University of Colorado messages, including messages from the School of Education. This email address will also be provided to the school that is receiving your documentation. Teachers and administrators often use email to schedule appointments and interviews. We will not enter other e-mail accounts into our system.

AFTER YOU SUBMIT YOUR DOCUMENTATION

If I submit my student teaching documentation before the deadline, will it be sent right away, or do you send all of them at the same time after the deadline?

No, we send everything out at the same time. However, submitting your documentation early will help to make the process faster for everyone. If your documentation is ready, please send it to studentteach@colorado.edu.

Do I need to keep a copy of my information?

Yes, you should keep an electronic copy of everything you submit. If for any reason we ask you to resubmit any part of your information, we will request it via email.

How do I know my documentation is complete and on time?

• Did you send us electronic copies of all of your materials? Did you send the documents by the due date?
• Rachel Perini will be in touch with you throughout the process.

May I obtain copies of my documentation once I submit it to you?

No, please save an electronic copy for yourself.

Do you verify that you received my documentation?

We will reply to your email when we receive your documentation.

How long is all this going to take? When will my contract arrive so I can sign it and complete the process?

The amount of time the process takes varies from student to student and school to school. Please be patient. We will let you know when we have contacted a principal or district (depending on their process). You will then set up an interview. We will also let you know when we have sent your contract and when it is received so that you can come in and sign and all documentation/contracts can be finalized.

Note: Do not make vacation plans or book airline tickets until you have signed your student teaching contract.
Do not contact a school or teacher on your own. Wait until directed to do so by the Office of Student Services or by a school.

The best thing you can do is to try to stay relaxed about this. We know it’s difficult to wait this process out, but please know that we’re moving it along as fast as possible—for your sake and for our own.

YOUR STUDENT TEACHING CONTRACT

Once the Confirmation Contract is returned to our office, we will notify you by email to come in and sign it.

When you sign your contract, you agree to or verify ALL of the following:

• you will accept a student teaching position at the school, with the clinical teacher(s), through the dates listed on your contract;
• any outstanding requirements identified during student teaching checkout will be completed before the beginning of the student teaching semester (or you will not be allowed to student teach);
• you have put your contract and mandatory student teacher kick-off dates on your personal calendar.

Now, you can breathe a sigh of relief...

WHAT IS A SUPERVISOR – WHY DO I NEED ONE?

University Supervisors are a very important part of your student teaching semester. You are part of a triad:

University Supervisor (US); Clinical Teacher (CT); Student Teacher (ST)

University Supervisors represent the School of Education in guiding your student teaching. The US meets with you and other seminar participants at the beginning of the semester to give you a “map” of your path for the semester. The US also meets early with you and your clinical teacher(s) to make sure all of you (CT, US, and you) are on the same page and working as a team to support your progress to become a teacher.

SEMINARS

Your US will have a group of student teachers at your same level or content area to supervise and will have you meet together 10 times during the semester in seminar. The seminars will always be held after school hours and seminar attendance is mandatory. This is the course titled EDUC 4513 for which you will receive a letter grade from the US, who will be the instructor. The US is also responsible for giving you a P/F grade for your actual student teaching. This is a course titled EDUC 4691 for elementary student teachers, EDUC 4712 for secondary student teachers, and MUSIC 4193 for student teachers in music.

OBSERVATIONS BY THE UNIVERSITY SUPERVISORS (Non-Music)

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 clinical teacher. In order to get 5 observations in during the semester, the supervisor should visit and consult with both you and the clinical teacher on your performance at least once every two to three weeks.

Visits by the US can be both scheduled in advance and unannounced. Supervisors will collaborate with you to schedule visits and will share their expectations for observation preparation and conferences as well as whether 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.

**OBSERVATIONS BY THE UNIVERSITY SUPERVISORS (Music)**

Your supervisor(s) will make 2-3 observation visits during each of your two 8-week placements, the exact number being determined by your area of concentration. For details, please contact the appropriate person in the Music Department.

**SOURCES THAT PROVIDE EVIDENCE FOR LICENSURE**

The following sources provide evidence that you have satisfied or reached proficiency on each standard:

- Observation Forms and Post-Observation Conferences and Notes
- Teacher Performance Assessment (edTPA) Completion
- Mid-Assignment Assessment & Growth Plan Conference with CT, US, and ST (Colorado Teacher Evaluation Rubrics Form)
- Final Evaluation Conference completing the Colorado Teacher Evaluation Rubrics Form.
- Final Evaluation Forms submitted by US and CT

The University Supervisor is responsible for making sure you have met the above criteria before the US recommends you for a teaching license in the State of Colorado.
Student Teacher Name
(Elementary/Secondary+content area) Teacher

studentteacheremailaddress@colorado.edu

Included in this Document:
Resume
Two Short Narratives
Content Area Course History (Secondary and Music Only)