



MENTORING YOUR STUDENT TEACHER

A Resource for Cooperating Teachers

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INTRODUCTION

We appreciate your willingness to mentor one of our teacher candidates at the University of Colorado at Boulder, and we hope the experience is as rewarding for you as it is for the teacher candidate. You serve a crucial role in the professional development of a future teacher; this experience will also give you the opportunity to reflect upon your own beliefs and practices in the process, and to make a difference for many students in future classrooms.

Student teaching is the most important part of the teacher education program, a time when teacher candidates are guided into challenging new identities as beginning teachers. The quality of the student teaching placement, the professional growth student teachers experience, and their future attitudes and beliefs about teaching and learning are all greatly influenced by the supervision and support provided by you, the cooperating teacher. You are the most important contributor to the success of a student teacher.

This handbook is designed to help you work with your student teacher during this important time. It includes information concerning university policies and guidelines, your roles and responsibilities, and specific ideas and activities which may assist you as you mentor your student teacher.

If your school district offers staff development classes for cooperating teachers and student teachers, we encourage you to participate. These courses provide you with excellent ideas designed to foster successful mentor-protégé experiences.

GENERAL POLICIES AND GUIDELINES

Teacher candidates at the University of Colorado at Boulder normally complete student teaching during the last semester of their teacher education program. All student teaching assignments last a minimum of 16 weeks. We require our students to abide by their contract dates and the calendar followed by your school and/or district.

Most elementary and secondary teacher education students have one student teaching assignment during the student teaching semester. K-12 music education students have two assignments during one university semester: one placement at the elementary level, and one at the secondary level.

University Preparation for Student Teaching

Before the student teaching semester, each teacher candidate must have a minimum grade point average of 2.75 overall and in the teaching field. This requirement includes the completion of an academic major for both elementary and secondary teacher candidates, as well as special requirements for each teaching field. In addition, all teacher education candidates spend time observing and assisting in schools in practicum placements before the student teaching

assignment. Specific academic preparation is required of both elementary and secondary teacher licensure students:

Elementary

- Methods of teaching elementary language arts, children's literature, reading, science, mathematics & social studies
- History and issues in American education
- Educational psychology and child growth and development
- Working with exceptional children in the regular classroom
- Effective classroom communication
- Minimum of 230 hours of practicum experience in schools prior to student teaching
- Technology in the classroom
- Strong liberal arts content background

Secondary

In addition to coursework taken in their specialty fields, our secondary students have taken School of Education courses addressing the following general areas:

- History and issues in American education
- Educational psychology and adolescent growth and development
- Subject-specific methods (both general and content-specific)
- Principles and methods of secondary education
- Classroom management
- Reading/Writing in the content areas
- Working with exceptional children in the regular classroom
- Effective classroom communication
- Minimum of 215 hours of practicum experience in schools prior to student teaching
- Technology in the classroom
- Strong liberal arts content background
- Mathematics and literacy integration in the content area. Obviously, taking courses does not mean that all students have yet translated the concepts into practice. For example, even though students learn about classroom management, there is no teacher-like experience. Student teachers need opportunities to review, refine, and apply what they know. As a cooperating teacher, you can facilitate that process.

Dates and Hours Assigned in Schools

At the University of Colorado at Boulder, student teaching is a full-day commitment. This means that the student teacher is to adhere to the hours for the school day in the assigned school as if he/she were a regular teacher in that school. The student teacher should keep the same hours as regular, licensed teachers. This is true even if the student teacher does not have a "full teaching load" and may not actually have to teach a class at a specific time.

Each semester, the Office of Student Services develops a calendar for both elementary and secondary student teachers. Some adjustments in this calendar may be necessary, though, if the university calendar and the school calendar do not coincide. A student teacher could be assigned to a year-round school, for example, or perhaps the university vacation schedule does not match

the school's. (In that event, the student teacher is expected to follow the calendar of the public school.)

Dates for student teaching assignments are set at the time an assignment is confirmed. These dates usually approximate the beginning and ending dates of the school's grading periods. Music candidates have two placements (8 week minimum at each site) during the student teaching semester. Student teachers are expected to adhere to the confirmed dates. Student teaching dates cannot be changed without the approval of the Director of Field Experiences.

Because many student teachers also seek a regular teaching position during student teaching, they may request permission to attend district-sponsored staff development courses for student teachers, an occasional professional meeting or a "job fair." Approval for attending such meetings is at the discretion of the cooperating teacher and university supervisor.

None of the student teacher's other commitments should interfere with the student teacher's in-school time. These include university classes, extra-curricular activities, family situations, child care, sick time, vacations, etc.

The Professional Triad

Each student teaching assignment involves at least three people: the student teacher, cooperating teacher, and university supervisor.

This triad must develop and maintain continuous communication to ensure that the teacher candidate moves toward professional competence. The university supervisor may be a regular university faculty member, an advanced graduate student who is also an experienced teacher, or an adjunct faculty member with many years of teaching experience.

The university supervisor has several roles:

- [1] To observe the student teacher periodically (at least five times during the semester) and to provide feedback on each visit;
- [2] To facilitate communication between the student teacher and the cooperating teacher, and to provide a direct line of communication between the Office of Student Services on campus and the school in which the student has been placed;
- [3] To help resolve any problems that may occur during the student teaching semester that cannot be resolved between the student and cooperating teacher.
- [4] To instruct Education 4513: *Education & Practice*, a co-requisite course for student teachers during the student teaching semester.
- [5] To assist the cooperating teacher with other questions or challenges he/she may have.

We encourage our university supervisors to schedule meetings with cooperating teachers early in the semester so that they may develop consistent plans for the student teaching experience, and

maintain open and frequent communication. 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.

General policies for cooperating teachers:

[1] Cooperating teachers must hold a valid Colorado teaching license endorsed in the same teaching field the student teacher is pursuing (e.g., secondary mathematics teacher; elementary teacher). This is not the same as being “qualified” in another teaching field.

[2] Ensure the student teacher is punctual and has regular attendance. If your student teacher is absent, he or she must notify you and the university supervisor as soon as possible and, if necessary, provide you with written lesson plans. The procedure for doing this should be established at the beginning of the assignment. Please contact the university as needed.

[3] Please keep thorough, dated, written notes on all observations and consultations (including phone conversations) with the student teacher and university supervisor.

QUALITIES OF EFFECTIVE COOPERATING TEACHERS

Many recent studies have examined practices in teacher education in general, and the student teaching experience in particular. When do student teachers experience success? What factors contribute to this success?

Research repeatedly suggests that student teachers tend to adopt the techniques, styles, and attitudes of the cooperating teachers with whom they work. Obviously, it is important for student teachers to have positive role models. Other studies have attempted to study characteristics and qualities of the best cooperating teachers.

Effective characteristics of successful mentors

- Willingness to set aside time for the student teacher’s development
- Provide support and feedback during the six week (minimum) solo experience
- Able to model and assist student teacher in the implementation of the Colorado Model Content Standards and the Performance-Based Standards for Colorado Teachers
- Track record of high professional achievement
- Congenial, accessible, and friendly
- Genuine and sincere in helping others
- Track record of teaching excellence
- Ability to work with adults as well as students
- Positive view of people and teaching profession
- Good listening skills

- Wide range of interests
- Dependable and trustworthy
- Enthusiastic, hopeful, and optimistic
- Open to new ideas
- Responsive in new situations
- Patient, helpful, and caring
- Able to maneuver within and show influence in the system
- Viewed by peers as professional and competent

GETTING OFF TO THE RIGHT START

Because student teachers are guests of the school, they need time to become familiar with the non-instructional aspects of schooling--the norms, culture, policies, and people associated with your school. Here is a list of suggestions for you to help your student teacher become more comfortable in the school setting:

Orientations and Introductions

- If you haven't spent time together, exchange information with your student teacher about your background, experiences, etc. You might want to complete and exchange the *Cooperating Teacher Profile* and *Student Teacher Profile* ([see Appendix A](#)). Learning about each other's interests, goals, skills, experiences, strengths, and fears helps the student teacher feel valued as a professional colleague, and helps communicate expectations.
- Introduce your student teacher to other teachers, the building administrators, media specialists, counselors, secretaries, custodians, and other people in your building.
- Provide the student teacher with a map and tour of the building.
- Provide the student teacher with work space, if possible.
- Give the student teacher information about the school and district: size, demographics, goals, programs, philosophies, special projects, professional attire, lounge etiquette, location of faculty restrooms, etc.
- Give the student teacher a copy of your school's faculty handbook, if available.
- Discuss school and classroom policies regarding discipline, attendance, student behavior standards, rules, drills and emergency procedures. Materials provided student teachers in their [Student Teaching Handbook](#) include checklists of questions they should ask you regarding policies, procedures, etc. You may want to use these handouts as guidelines for discussion.

- Provide the student teacher with a grade book, lesson plan book, curriculum guides, and your teaching schedule.
- Discuss information about your classes, the curricula (e.g., what concepts, lessons have already been taught), and your students.
- Discuss what your expectations and limits are. Can the student teacher decide final grades, choose the curriculum, or design and implement classroom management systems?
- Agree on a procedure for calling you and providing lesson plans if the student teacher is ill.
- Prepare your students for a student teacher. Introduce the student teacher as a teacher: welcome him/her, acknowledge accomplishments publicly, and show confidence. Students should perceive the student teacher as an adult with authority; have the student teacher interact with students (one-on one, small group, and as a whole class).

Classroom Activities

- Have the student teacher observe and record your procedures and methods of handling routine matters, of setting up routines, procedures, and seating arrangements designed to prevent management problems. Discuss with the student teacher what he/she observed. Share your thinking about effective management strategies with your student teacher. If feasible, you might even want the student teacher to establish management routines in one class from the outset.
- Require the student teacher to learn *all* students' names by the end of the first week (for elementary) or the second week (for secondary).
- Encourage the student teacher to keep a Student Teaching Journal; we require our student teachers to keep either a journal or written notes on their weekly activities. The journal, however, is more often a reflective vehicle for self-assessment and feelings. When shared openly with you and the supervisor, it becomes another way for you to promote positive communication and self-reflection.
- Provide the student teacher with an outline or curriculum guide for the classes for which he/she will be assigned teaching responsibilities. Please give the student teacher a teacher's edition of the texts used in each of those classes, and provide access to any other materials and resources that would be helpful.
- Involve the student teacher early in routine matters: taking attendance, distributing books, returning assignments, etc. Student teachers spend a great deal of observation time prior to the student teaching assignment; some teaching duties should be assigned within a day or two of arrival. These duties could include such things as leading a small group discussion, presenting a brief lesson on a special topic, assisting students with make-up work, taking a group to the library for research, or showing and discussing a video.

TRANSFERRING INSTRUCTIONAL RESPONSIBILITY

Transfer of responsibility from the cooperating teacher to the student teacher should be carefully planned. Both should understand precisely what is to take place; therefore, we suggest that these agreements become a topic of discussion as you create the student teacher's Professional Development Plan (Appendix B).

We recommend that the student teacher assume teaching responsibilities on a *gradual* basis. The notion that you will "learn to swim, if tossed into deep water" is without foundation when applied to teaching. On the other hand, it is important that the student teacher experience *enough freedom and responsibility to develop professionally*.

The major emphasis should be on exposing the student teacher to the real world of teaching, while offering a learning experience balanced between the student teacher's skills, knowledge, and time on one side and challenge on the other.

During weeks 1 and 2

- Orientation to building and classroom
- Observation of cooperating teacher(s) classroom(s) with a focus on classroom management, learning students' names, becoming familiar with curriculum
- Work with students (individual & small group); the student teacher may assume responsibility for one class if secondary or a few lessons if elementary. Cooperating teacher observes, conferences, and provides frequent feedback
- Team teaching with cooperating teacher
- Preparation for future classes or lessons
- Other responsibilities as deemed appropriate

During week 3

- Begin teaching (secondary, 1-2 classes; elementary, 1-2 lessons daily)

During weeks 4 through 7

- Add more classes or lessons

During weeks 8 through 16

- Student teachers begin to assume a majority of the teaching responsibility. The secondary student teacher should be ultimately responsible for about four to five classes each day. The actual number of classes depends on the classes available, number of preparations, level of instruction, familiarity with content, and level of student teacher competence. Some use a "rule of 6," where the number of classes + the number of preparations = 6

The transfer of teaching from cooperating teacher to student teacher will vary from situation to situation. Regardless, experience suggests that a balance between student teacher autonomy and supervision by the cooperating teacher will best promote professional growth. However competent, all student teachers benefit from being observed and coached by experienced professionals.

Other Appropriate Expectations and Activities for Student Teachers

Routine Tasks

As part of the student teaching experience, teacher candidates should participate in all the daily tasks faced by professional teachers. Student teachers should observe, grade papers, teach small and large groups, help students, monitor halls, supervise lunch rooms, help students in completing overdue work, operate typical office and audio-visual equipment and computers, and learn the organizational structure of the school. They should experience the “real world” of teaching.

Planning

Student teachers are expected to do planning for each of the classes or lessons they teach. All preparation for instruction done by the student teacher should be done in writing (handwritten or word processed), and should be reviewed by the cooperating teacher before the actual class instruction. Student teachers typically need a great deal of assistance in these areas.

Although some cooperating teachers allow student teachers to “do their own thing,” this is not recommended until they have demonstrated the ability to teach effectively and handle classroom interactions. During the early weeks, the student teacher should probably be required to follow the established curriculum. This does not mean that the student teacher should be prevented from trying a variety of teaching techniques while teaching in an established program. As the student teacher demonstrates abilities to teach a planned unit or course effectively, we suggest that he/she follow some of his/her own ideas. At the same time, we suggest that you review plans carefully. Student teachers are often overwhelmed and “swallowed up” in the day-to-day operation of school. Even if you don’t use them, you should require your student teacher to do daily lesson plans. “Winging it” is not acceptable. Before the student teacher is permitted to “fly,” you should be somewhat assured that he/she has the skill to get off the ground. Remember, they have student needs, but are adult learners.

We also require your student teacher to create, plan and teach at least one 3-5 week work sample unit. This long-term planning will require support, feedback, and resources from you.

Assessment

Student teachers should become familiar with classroom assessment of student progress. You will need to spend some time discussing the types of assessments you use, other assessments which would be acceptable, and your grading standards and procedures. Your student teacher should be prepared to evaluate student progress and be responsible for assessing the lessons he/she teaches.

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. 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.

Video Analysis

Although it can be scary at first, student teachers benefit from examination of video recording of their teaching; use of cameras allows them to capture instruction and promotes self-analysis. We suggest that if there is another student teacher in your building, a first video project might involve two student teachers taping each other and discussing what they see, using a peer coaching format. Later, you might video your student teacher teaching a lesson which he/she selects. The two of you could then analyze the lesson together.

Regular Conferences and Time with You

While the university supervisor visits the student teacher regularly, you are the major source of information and modeling for the professional development of your student teacher. Furthermore, the student teacher needs the assurance that you are available for help, especially during the early weeks. Student teachers and cooperating teachers should engage in daily informal conversations designed to assist and support the student teacher. You should also schedule lengthier conferences after observations (or at least once a week) that promote reflection and professional growth. The following section, "Observing and Conferencing with your Student Teacher," includes ideas for structuring these conferences. You may also use the Source of Evidence document to guide your discussions.

Visits or Work with Other Teachers

Novices need opportunities to broaden their views of teaching by seeing a variety of teaching styles and methods. We recommend that you encourage your student teacher to 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.

Demonstration of Professional Growth

You will probably notice that the needs of your student teachers will change as the semester progresses. At the outset, most student teachers' concerns are fairly concrete: classroom management, routines, getting to know students, understanding the curriculum, etc. You should see students make progress in these areas and guide them to more sophisticated issues: using a variety of teaching methods, looking at the effects lessons have on students, accommodating diverse learners, implementing long-term planning, etc.

Please don't expect perfection in every area, even by the end of the semester. Although a few student teachers look like veterans from the first day, most will look like novices at first and will make mistakes. We've found that student teachers improve the most when they work on one improvement area at a time. Therefore, you might want to prioritize suggestions, holding the student teacher responsible first for one improvement area, then another. Positive reinforcement always helps.

Regardless of where the individual is at the beginning, you should see some progress in professional development throughout the semester. If we view professional development as a lifelong pursuit, then it helps keep initial concerns and struggles in perspective. Remember your

own early experiences. Student teachers are just beginning. It is our hope that, through your mentoring and supervision, they will show promise and potential as teachers.

OBSERVING AND CONFERENCING WITH YOUR STUDENT TEACHER

Because the student teacher needs to know how well he/she is progressing, it is important that you provide frequent feedback. Some of your observations and conferences may be informal; others may be more formal and follow a clinical supervision model. Studies of cooperating teacher-student teacher relationships suggest that student teachers are most successful when cooperating teachers use some of the methods of clinical supervision in their mentoring roles. In order to provide you with some helpful resources, we have included the following materials in Appendix C:

Pre-observation conference

Contains sample questions for a brief pre-observation conference with your student teacher which is scheduled prior to the formal observation. It helps set a purpose for the observation.

Techniques for taking notes

During your observation, you will want to objectively record what you see. We have included a format for doing this. Later, you should review the facts, make some judgments, identify one or two areas to discuss (usually several positive and one improvement area), and plan your conference from these notes. Notes may be shared with your student teacher during the conference.

Conference with student teacher

Contains sample questions you may want to use during your conference in addition to those that evolved from your notes. Asking questions (rather than telling the student what went right or wrong) is often a more desirable way for student teachers to reflect on and internalize their teaching.

If you have previous training in clinical supervision, you may have other ideas and materials to help you as you work with your student teacher.

You might want to review the performance criteria appearing on the student teaching final evaluation form as part of the observation process, since these are the areas you will need to address in evaluating your student teacher's performance.

As part of your observations and conferences, written comments should be given to the student teacher at least weekly. You may choose to provide your student teacher with your notes and a summary of your conference discussion and agreements on a university form designed for this purpose. You may also revise the student teacher's Professional Development Plan ([Appendix B](#)) during this process. To facilitate consistency and effective communication, it is helpful if you give a copy of your written comments to the university supervisor.

TROUBLESHOOTING AND OTHER IMPORTANT INFORMATION

What should I do when I see my student teacher make a mistake in the classroom?

Unless the error is critical to your students' well-being, student teachers should be permitted to make mistakes without being openly corrected by you in class. However, it is acceptable to help the student teacher in class if you can do so without embarrassment or without undermining his/her authority. In most cases, you will be able to discuss incidents in private after class. You might want to ask questions that force the student teacher to analyze classroom problems (e.g., why do you think Robert became disruptive? What might you do differently tomorrow?) The student teacher should learn from mistakes.

What if my student teacher tells me that other obligations are interfering with the amount of time available for student teaching?

Our student teachers know that they are expected to make a full-time commitment to student teaching. They are not permitted to participate in campus courses or other activities which interfere with the school day. Also, if the student teacher chooses to become involved in extra-curricular activities at the school (including coaching), these activities should not take precedence over the student teacher's regular classroom teaching duties.

If, after discussing your concerns with the student teacher, problems persist, you should notify the university supervisor to discuss the problem.

What if my student teacher performs unsatisfactorily in the classroom?

If you have any concerns about the student teacher, you should try to address these in your conferences. If questioning doesn't work, it may be necessary to be more direct.

We advise our cooperating teachers to promptly discuss any areas of concern. Putting them off usually makes matters worse and makes taking subsequent action to correct the situation even more difficult. If the concern continues, you should speak to the university supervisor. In these situations we recommend that you and the university supervisor outline specific problems that need to be resolved, improvements you expect to see, resources available, and a timeline for implementation. If problems emerge prior to your mid-semester evaluation, you can use the growth plan as a format to structure a time line for improvement. Serious problems that persist without resolution after you and the university supervisor take action should be brought to the attention of the Director of Field Experiences in the Office of Student Services.

Grades

Student teaching is graded on a Pass/Fail (P/F) basis. Final responsibility for assigning the grade for student teaching rests with the Director of Field Experiences in consultation with the university supervisor. Cooperating teachers' reports on a student teacher's performance significantly influence this grade.

Misconduct

There is no excuse for misconduct or imprudent behavior on the part of the student teacher. If a student teaching situation becomes problematic, the university supervisor is responsible for resolving the difficulties but will not make any resolution before consulting with the cooperating teacher, the student teacher, and the Director of Field Experiences. If the problem cannot be resolved, the Director of Field Experiences should be immediately contacted about the situation and a consultation scheduled. If it is determined that the student teacher is at fault, the Office of Student Services has an established procedure which will be followed. Final resolution of the case is then up to the recommendation of a review committee. If a student teaching assignment is terminated, further options for the student teacher will be outlined by the Director of Field Experiences.

Legal Matters

Although student teachers are not yet certified, they are legally sanctioned for the responsibilities and requirements of student teaching. The Colorado Teacher Education Act (22-62-101) Article 62 refers to student teachers in Colorado schools. Under this act each student teacher in a Colorado school is covered by professional liability insurance by the district in which they are assigned. The occasional University of Colorado at Boulder student who student teaches outside Colorado is encouraged to join an appropriate professional education association to be covered by professional liability insurance. However, there are advantages to all student teachers who enroll in the professional liability policies offered through professional education associations. Thus, they are encouraged to contact the local, state, or national office of either the National Education Association or the American Federation of Teachers for additional information.

Seriously unsatisfactory performance can be grounds for terminating an assignment. In extreme cases this may result in you and school administrators requesting that the student teacher leave the school. Should this occur, the university has a detailed procedure to follow in order to determine the student teacher's status in the teacher licensure program.

Some questions to help you determine the level and severity of unsatisfactory performance:

- Does the student teacher make decisions about instruction or student-teacher relations which you consider to be unethical?
- Does the student teacher fail to follow through on agreed-upon strategies or steps for improvement?
- Does the student teacher say inappropriate things to the students or to parents?
- Does the student teacher consistently arrive to class or to school unprepared?
- Does the student teacher exhibit gross lack of content knowledge?
- Does the student teacher communicate very poorly - in writing or speaking?
- Is the student teacher antagonistic toward district or school policies and/or teacher requests?
- Is the student teacher unable to develop rapport or is insensitive to student needs?
- Does the student teacher exhibit unprofessional behaviors or attitudes?

FORMS AND REQUIRED PAPERWORK

All of the paperwork required by the University reflects the Performance-Based Standards for Colorado Teachers:

- Knowledge of Literacy
- Knowledge of Mathematics
- Knowledge of Standards and Assessment
- Knowledge of Content
- Knowledge of Classroom and Instructional Management
- Knowledge of Individualization of Instruction
- Knowledge of Technology
- Democracy, Educational Governance and Careers in Teaching
- + Professionalism

The School of Education has added “Professionalism” as an additional area in which the student teacher will demonstrate proficiency. These nine areas are reflected in the observation forms as well as the mid-assessment and final evaluation forms.

Forms associated with student teaching are available through web download. As indicated below, some forms are required and others are available as optional. An explanation of each, who completes it, when it should be used, and what to do with each is given below. Because of state regulations, cooperating teacher(s) and university supervisors are requested to use the prepared forms rather than personally designed forms.

Required Forms for Cooperating Teachers

Key: **S** – to be completed by the Student Teacher

C – to be completed by the Cooperating Teacher

U – to be completed by the University Supervisor

The following forms must be completed by you:

Cooperating Teacher Information Form (C)

This form was completed with contract.

For each student teaching assignment, the university pays a stipend to the cooperating teacher or school district as district policy dictates. When a student teacher works with more than one cooperating teacher in an assignment, the stipend is divided proportionately or as requested. This form provides information needed to process this stipend. The stipend check will be sent to the cooperating teacher when the typed final student teaching evaluation is received in the Office of Student Services. Please submit any address changes with your final evaluation. If during the semester, the assigned teacher mentor(s) changes, revised forms will need to be completed. Please contact the field experiences administrative assistant at (303)735-1908.

Form W-9 Request for Taxpayer ID Number and Certification (C)

This form was completed with contract.

In order to comply with IRS regulations, our accounts payable office needs to have a current W-9 on file for you before your stipend will be processed. The W9 form and Cooperating Teacher Information were completed with the student teacher application. A new W9 form should be completed if the cooperating teacher moves and needs to report a new address. All stipend payments are sent to the cooperating teacher's home address.

Scope of Work (C)

This form sent before student teaching semester begins.

The cooperating teacher is required to sign a Scope of Work form prior to the beginning of the student teaching semester. This form states the dates of the contract, assigned student teacher, description of work, and maximum payment amount. This form should be signed and returned to the CU Boulder field experience office. If an additional teacher is assigned to the student teacher, the contract must be updated and a Scope of Work, W-9 form, and cooperating teacher information form must be completed for the new teacher.

Student Teacher's In-School Schedule (C, S)

This form is to be completed in the first few days of each student teaching assignment. It should be completed by the student teacher in consultation with the cooperating teacher(s) and be given to the university supervisor. It should include class names, room numbers and teacher names. Any changes in the student teacher's schedule are to be given to the university supervisor as soon as they are known. This form is to be retained by the university supervisor.

Mid-Assignment Student Teaching Assessment (U, C, S)

This form should be completed independently by the cooperating teacher (s), the university supervisor and the student teacher. K-12 music placements will complete the mid-assignment assessment during the first placement. The university supervisor compiles the assessments made by the cooperating teacher(s) and the student teacher, and then reviews the results with the student teacher in consultation with the cooperating teacher(s). Once completed collaboratively by the university supervisor, cooperating teacher and the student teacher, the assessment form should be signed by all concerned and the original should be sent to the Office of Student Services, and copies should be made and distributed by the university supervisor to both the cooperating teacher and the student teacher.

Mid-Assignment Student Teacher Growth Plan (U, C, S)

This form is to be completed by the student teaching triad (US, CT and ST) at the mid-point of each student teaching assignment, together with the Mid-Assignment Student Teaching Assessment (see above). K-12 music placements will complete the mid-assignment growth plan during the first placement. The plan should address the concerns expressed on the observation forms. It is to be completed by the cooperating teacher and university supervisor in consultation with the student teacher. Each of these three persons should sign the form. The signature of the student teacher indicates that he/she has read, understood, and received a copy of the plan. Copies should be made by the university supervisor, and distributed to the cooperating teacher and the student teacher. This form should be sent to the Office of Student Services.

Student Teaching Final Assessment (U, C)

This form is a narrative review of the student teacher's overall performance and an assessment of his/her potential for success. The narrative should address the nine standards printed at the top of the form which are consistent with CDE Standards and have been assessed throughout the student teaching experience. The CDE Standards in Appendix D may provide ideas of topics to

address in the narrative. **Both the cooperating teacher(s) and the university supervisor must complete a final assessment.** Evaluations should be done separately. University of Colorado or school letterhead should be used. The signed original should be sent to the Office of Student Services, one copy should be given to the student teacher, and one copy should be kept by you for your records.

Because the final evaluation becomes part of the student teacher's permanent placement file and is very important to prospective employers, we require that you type these. State regulations require that this form be signed by you and by the student teacher, and a copy given to the student teacher. The student teacher's signature does not imply that he/she concurs with the evaluation, but it does indicate the student teacher's having read and received a copy of the evaluation. If a letter of recommendation is included, please type on school or district letterhead and sign the letter. **The final evaluation form should be mailed to the Office of Student Services at the end of the student teaching assignment. If you have a fall student teacher, please mail by the 3rd Friday in December. If you have a spring student teacher, please mail by the 3rd Friday in May.** Stipends to cooperating teachers are not paid until final evaluations are received. Guidelines for letter of recommendations are provided in Appendix E.

[Cooperating Teacher Assessment of University Supervisor \(C\)](#)

A link for the on-line assessment form for the cooperating teacher to evaluate the performance of the university supervisor will be sent by email near the end of the semester. This on-line assessment should be completed near the end of the student teaching assignment. Completed assessments are compiled and reviewed by the Director of Field Experiences.

[Licensure Renewal Credit \(C\)](#)

Cooperating teachers may earn up to 6 hours of license renewal credit by working with a student teacher. Please check your school and district policies regarding the maximum credits that may be awarded for mentoring a student teacher. One hour of credit may be earned for every 15 hours of one-on-one time with your student teacher. **Do not include the times you spent observing your student teacher in the classroom or the time they spent observing you in the classroom or the time they spent working with students as part of the time you are counting as renewal credit.** You must maintain a log (see Appendix F). Your log must be approved by your school principal. The completed log should be submitted with your application for licensure renewal. If you are not up for renewal, please maintain a log and file it with your licensure renewal paperwork. The University of Colorado at Boulder will no longer provide a Verification of Supervision form.

Optional Forms

The following forms are also available for possible use during your mentoring experience:

[Student Teaching Observation Record \(U\)](#)

[Form A \(.pdf\) \(.doc\)](#), [Form B \(.pdf\) \(.doc\)](#), [Form C \(.pdf\) \(.doc\)](#)

This form is required for the university supervisor to record observation notes when observing the student teacher, and may be used by the cooperating teacher, if desired. At the end of the observation session, copies should be distributed as described above. This form should serve as a

basis for post-observation consultation with the student teacher. If a student teacher is not successful, the cooperating teacher should turn in all observation records and other supporting data with his/her final evaluation.

[How Do You See Me? \(S\)](#)

A form is available for use by the student teacher to have students evaluate his/her performance. This need not be turned in to the university supervisor. It is entirely for the student teacher's information. Student teachers at the elementary level may find it necessary to modify this form somewhat to be more easily understood by primary students.

FINAL COMMENTS

Perhaps the best advice we can offer comes from student teachers themselves. The following list of suggestions was provided by student teachers and is included here:

- Seek the middle ground between helping the student teacher and leaving the student teacher alone.
- Please don't overlook culture (e.g., dress code, lunchroom etiquette, appropriate bathrooms to use).
- Introduce the student teacher to the faculty and the administration.
- Give the student teacher copies of school policies, rules, etc.
- Although students are often curious about the background of the student teacher, it is important that, when introducing your student teacher, your students clearly understand that this person will serve in the capacity of a teacher.
- Help the student teacher learn how to grade; give him/her a grade book and a planning book if possible.
- Make specific improvement goals as the student teacher goes along.
- Help set up observations of teachers and other staff.
- Start with easy things.
- Tell the student teacher that he/she is supposed to discipline students, even before they are really teaching; sometimes they're not sure if this is their responsibility.
- Do not discipline or correct the student teacher in front of the students.
- Be accessible; talk with the student teacher every day.
- Tell the student teacher when you really believe something is not going to work, but allow him/her to fail.
- Be specific in your feedback and directions; don't expect perfection.
- Ask "How are you doing?" often.
- Tell the student teacher when lessons go well; he/she may not really know.
- Let the student teacher know when you appreciate him/her (little notes, etc.).
- Make the student teacher get up in front of the class in some fashion immediately. Do not allow the student teacher to be just an "observer," even for a day.
- Team teaching a lesson, unit, etc. is very valuable.

- Involve your student teacher in long range planning.
- Do a mock interview or set one up with an administrator or another staff member.
- Provide curriculum guide, objectives, etc. and a list of what's already been taught.
- Ask the student teacher to tell you where/how you can help (especially when fully in charge).
- Allow changes (bulletin boards, seating charts) that are all the student teacher's own.
- Teach the student teacher to always state expectations to the class.
- Help get the principal's support for the student teacher.
- Do a journal and/or talk reflectively on a regular basis.
- Combine your creative talents.
- Videotape the student teacher.
- Let the student teacher try things for him/herself.
- Be positive.

If you have any questions or concerns that can't be addressed with the university supervisor assigned to you, please don't hesitate to call us at (303) 492-2590. Good luck this semester!

Appendix A
(to be given to student teacher)

Cooperating Teacher Profile

Cooperating Teacher Name _____

Address _____ **Phone** _____

Emergency notification procedures (what you should do in case of emergency or unexpected absence)

Educational background

Professional experience

Other important background information

Personal interests

Expectations of student teacher

Appendix A
(to be given to cooperating teacher)

Student Teacher Profile

Student Teacher Name _____

Address _____ **Phone** _____

In case of emergency notify

Educational background

Work experience

Experience with youth

Other background information

Personal interests

Plans for student teaching (what I hope to accomplish)

Appendix B

Student Teacher Professional Development Plan

Directions: What follows is a format for planning the student teacher's experience based on the goals, needs, and assignments that you mutually agree upon. We encourage initial discussion by cooperating teachers, student teachers, and the university supervisor. Feel free to make copies and revise the plans on an on-going basis.

PLAN FOR SEMESTER TEACHING RESPONSIBILITIES

(Create a general outline of the student teacher's teaching assignment for the semester)

	Teach	Prepare/Plan
Week 1		
Week 2		
Week 3		
Week 4		
Week 5		
Week 6		
Week 7		
Week 8		

Notes:

Appendix B

Student Teacher Professional Development Plan

Directions: What follows is a format for planning the student teacher's experience based on the goals, needs, and assignments that you mutually agree upon. We encourage initial discussion by cooperating teachers, student teachers, and the university supervisor. Feel free to make copies and revise the plans on an on-going basis.

PLAN FOR SEMESTER TEACHING RESPONSIBILITIES

(Create a general outline of the student teacher's teaching assignment for the semester)

	Teach	Prepare/Plan
Week 9		
Week 10		
Week 11		
Week 12		
Week 13		
Week 14		
Week 15		
Week 16		

Notes:

Appendix C

Observation Tools

Pre-Observation Conference Ideas

Purpose: If you and your student teacher have planned a formal observation, it is helpful to spend a few minutes before the observation in a pre-observations conference. The conference a) often facilitates performance because it encourages planning, b) allows for discussion about specific plans for a lesson, and c) provides a focus for the observation since the student teacher can tell the observer exactly what to look for (e.g., management techniques, questioning strategies, etc.)

What follows are sample questions you might ask during the conference:

- What are your objectives for this class session? What is important about this learning? In what sequence will this learning be taught?
- What teaching methods and activities do you plan to use to accomplish the objectives?
- How do you plan to assess learning and give students feedback?
- What alternative strategies have you thought about if any one of your planned activities doesn't work?
- What are the general characteristics of this class? What should an observer know about them as a group?
- Are any individual students experiencing learning or behavior problems?
- What academic progress have they made? Where are they in relation to your goals?
- Is this observation to be focused or general? Is there anything in particular you'd like me to specifically look for?
- List other possible questions below:

Notes/Comments:

Anecdotal Note-Taking

Purpose: To fairly evaluate a lesson following an observation, it is important to take notes in an objective fashion, recording only factual information about what you actually see and hear. Later, you can review the notes and make inferences, judgments, and generalizations about the student teacher's performance, the effects on students, etc. What follows is one format for recording notes during observation.

Sample:

Use a sheet of paper to record factual data on one side and inferences, judgments, and generalizations on the other.

Name of student teacher _____ Date _____
Course _____ Lesson Topic _____
Focus of observation (if identified in pre-conference) _____
Observational Record
Some hints:
<ul style="list-style-type: none">• Develop a way of indicating key behaviors, situations & note their importance• Develop your own shorthand• Indent when a student responds• Use abbreviations• Look up occasionally

Notes/Comments:

Appendix C

Confrencing

Observation Tools

Purpose: A good conference after a classroom observation should a) promote self-reflection on the part of the student teacher, b) provide positive feedback on teaching strengths, c) identify one or two improvement areas for future observations. It is best to limit suggestions for improvements by identifying one or possibly two areas which you feel are most important. Then allow the student teacher time to practice and work on those areas. Student teachers can be easily overwhelmed if they are bombarded with suggestions and seem to make more progress when they can address one area at a time.

Preparing for the Conference: As you review your observation notes, you need to decide on objectives for your conference and topics for discussion. A good rule of thumb is to identify positive areas first. Then you can create questions designed to reinforce the student teacher's strengths or directly state what you saw that was good. (e.g., "I noticed that all of the students were attentive during science demonstration. What did you do to achieve this kind of interest?")

Once you've identified positive areas, you should select one or two areas that need improvement. Then design (or select from the list below) questions that address those areas. As the discussion progresses, you and the student teacher might come up with an action plan and future agreements for additional observations with that need area as a focus.

Conducting the conference: You might begin by briefly describing what you're going to talk about and how you plan to proceed. Then begin the conference by asking the questions you've planned or discussing the topics you've identified.

It's often a good idea to provide closure to the conference by a) reviewing what has been discussed and providing the student teacher with a summary in writing, or b) asking the student teacher to identify strengths discussed in the conference and review the improvement ideas mentioned.

What follows are some ideas for conferencing questions which you may decide to use or modify as you plan your conference:

Questions to Consider for Confernces:

- What was expected of the students in terms of behavior?
- How did they know what was expected?
- What did you do to get the students ready to learn?
- What materials did the students need for the lesson?
- What was the purpose of the lesson?
- Why is this lesson/learning important?
- What did you do to make the purpose clear to the students?
- How does this learning relate to previous or future learning?
- What did you do to make this relationship clear?
- Why did you choose to use this particular teaching strategy?
- What other strategies might have worked?
- How do you/will you know that students achieved the purpose of the lesson?
- What did you/will you do for students who had trouble with the lesson?
- What did you/will you do to reinforce the learning?
- What did you do to wrap-up the class?
- How do you know the students left with a clear understanding of the lesson and any homework they had?
- What are your plans for tomorrow? Where will you take this from here?
- What did you do to motivate students?
- What did you do to help students understand why this learning is necessary?
- What did you do to accommodate differences among the students in the class?
- How do you think the lesson went?
- What would you do differently in the future? Why?

Notes/Comments:

Strategies for Supervisors and Cooperating Teachers

The following specific strategies are designed to be supportive as the university supervisor and cooperating teacher work with the student teacher.

1. Use communication techniques such as reflection, clarification and elaboration. *Example: The student teacher appears upset by issues related to discipline ---Begin by paraphrasing student teacher's concern.*
2. Provide information about resources that are available for professional and/or personal improvement. *Example: The student teacher complains that they are unaware of resources for use in the classroom ---Review community and campus resources which might be appropriate.*
3. Through role-playing help student teacher practice specific skills. *Example: The student teacher has difficulty introducing new materials to pupils ---Ask student teacher to walk through several sequences that could be used in introducing specific materials.*
4. Respond to clichés and over-generalizations. *Example: The student teacher says, "It's always bad when children argue." ---Guide student teacher to think of instances when this might not be true. Are there times when conflicts and arguments might be positive?*
5. Introduce evidence as a basis for one's opinions or point of view. *Example: The student teacher says, "Johnny is always aggressive." ---Ask for specific behavioral examples, frequencies of behavior, etc. Student teacher may use observational techniques to test the accuracy of such a statement.*
6. Encourage application/transfer of information from one setting to another. *Example: The student teacher states that they are very confused by lesson planning expectations---Suggest that the student teacher think back over class demonstration lessons and recall steps needed to structure a lesson.*
7. Develop concepts inductively. *Example: List all the behaviors recorded in the data. Group and label these behaviors---Discuss groupings and how these might relate to lesson planning.*
8. Authenticate student teacher's personal experience. *Example: The student teacher states that pupil has "been off the wall." --Ask the student teacher to step into child's shoes and recall incidents from personal experiences that are similar to child's experience.*
9. Encourage the student teacher to observe the process of change in themselves. *Example: The student teacher is discouraged because the learning experience did*

Appendix D

Strategies for Supervisors and Cooperating Teachers

not proceed as anticipated---Facilitate recall of student teacher's ability to be flexible and respond to child's needs on other occasions.

10. Encourage the student teacher to observe and reflect on different aspects of their teaching.
Example: The student teacher lacks awareness of how others see them. ---Videotape the student teacher to enable them to see teaching behaviors, patterns of interactions with students. The student teacher uses this as a basis for reflection on strengths and improvement areas.

Guidelines for Letters of Recommendation

At the conclusion of the student teaching experience, cooperating teachers typically write a letter of recommendation for the student teacher's credential file. University supervisors are required to complete a final evaluation form for the credential file, however, on occasion may also be called upon to write a letter of recommendation. The following suggestions are offered to assist both in creating an effective representation of the student teacher's performance.

- Use official letterhead to write the formal letter of recommendation (university supervisors should use CU Boulder letterhead and cooperating teacher's should use their school or district letterhead).
- Within the text, use the name the student teacher prefers to appear in the credential file and other official documents.
- Include a brief description of the school and/or community context in which the student teacher was placed.
- Mention the grade levels and courses/subject matter taught by the student teacher.
- Using brief examples or anecdotes, describe two or three of the strengths you observed in the student teacher. Relate these descriptions to pertinent educational issues and/or the Performance Based Standards for Colorado Teachers. List URL
- Comment on the future or potential of the student teacher as a classroom teacher.
- Restrict the length of the letter to one or two pages.
- Sign your letter.

Indicators of good teaching

The following is a list of some indicators of good teaching that may help you think about ways to describe the abilities of the candidate. It is important to make sure your letter is personal and specific to the person you are recommending. These indicators may point to examples or anecdotes you can use to support your recommendation.

- Maintains a professional disposition; is reliable, respectful, caring and ethical.
- Demonstrates sensitivity to students' needs, interests, and development.
- Is culturally literate and responsive.
- Is reflective; engages in self-assessment and accepts constructive feedback to improve practice.
- Meets professional expectations; is collaborative, informed, and an effective communicator.
- Takes a constructive, positive approach in setting guidelines and rules with and for students.
- Establishes and maintains developmentally appropriated expectations.
- Demonstrates understanding of the impact of relationships with and among students on learning and behavior.

- Seeks to understand the learning of all students through a variety of systematic assessments aligned with goals and outcomes.
- Draws upon mastery of content and developmental principles to prepare effective instructional plans.
- Is clear about the purpose of activities/lessons; uses a variety of teaching/learning strategies.
- Collects and uses data to provide consistent feedback to students and their parents, and improve future planning and instruction.
- Demonstrates respect and cultural sensitivity in communicating with families.
- Utilizes the community as a context for student learning and success.
- Demonstrates adeptness in building positive relationships.
- Demonstrates knowledge of the discipline(s) being taught.
- Utilizes discipline-specific methodology

Supervision of Student Teacher or Intern Form
(If applicable, include with application for renewal of educator license)

I, _____, am providing evidence of supervision of student teacher or intern for license renewal credit - as related to my assignment. *(If more space is needed on any item, please use reverse side of this form.)*

- I teach _____
Grade level(s) and Endorsement area(s)
at _____ School.
- My student teacher/intern's name was _____
- He/she attended _____ College/University
- Dates mentored: ____/____/____ to ____/____/____
- Amount of clock hours actually spent mentoring the student teacher/intern _____ (Note: 15 clock hours = 1 semester hour) *(Do not record more than 90 clock hours per student teacher)*

Along with your Supervision of Student Teacher or Intern Form, please include a copy of the scheduled times you met one-on-one with your student teacher/intern. Your schedule must show the time and dates you and your student teacher/intern spent preparing activities for the week, critiquing skills, discussing school policies and procedures, etc. *Do not include* the times you spent observing your student teacher/intern in the classroom or the time they spent observing you in the classroom or the time they spent working with students as part of the time you are counting as renewal credit.

The records you keep between you and your student teacher/intern will serve as your log form. **This "log form" can be in a format of your choosing.**

Verification of supervision of student teacher/intern as evidenced by your Principal's signature:

Principal's Signature

Date

