



School of Education
UNIVERSITY OF COLORADO **BOULDER**

MENTORING YOUR STUDENT TEACHER

*A Resource for
Cooperating Teachers and University Supervisors*

NOTE: We revised the CT/US Handbook for Spring 2012. We welcome specific feedback about topics that need further clarification and/or are missing.

If as CT, you have any questions or concerns that can't be addressed with the university supervisor assigned to you, please don't hesitate to contact us directly.

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
<http://tinyurl.com/studentteach>

Kathy Gamble
Director of Student Teaching
Kathy.Gamble@colorado.edu
(303) 492-2590

Jill Perry
Field Experience Admin Assistant
Jill.Perry@colorado.edu
(303) 735-1908



INTRODUCTION

We appreciate your willingness to mentor one of CU Boulder's student teachers. We hope the experience proves rewarding. The cooperating teacher (CT) and university supervisor (US) each serve a crucial role in the professional development of a future teacher and, by extension, you make a difference for many students in future classrooms.

This handbook is designed to help you work with your student teacher (ST) during this important time. It addresses the topics below and complements the Student Teaching Handbook. To understand fully the expectations for student teaching and to fulfill your responsibilities mentoring your student teacher, please read BOTH handbooks. This CT and US handbook addresses the following topics:

- Responsibilities in the Professional Triad
- Strategies to Enhance Student Teacher Reflection
- Getting Off to the Right Start: The First Two Weeks
- Observations and Conferences: Providing Formative Feedback
- Supporting the Student Teacher in the Teacher Performance Assessment (TPA)
- Summative Evaluation of the Student Teacher
- Letters of Recommendation
- Troubleshooting and Struggling Student Teachers
- Developing the EDUC 4513 Syllabus (for Supervisors)
- Administrative Matters
- Final Comments

RESPONSIBILITIES in the PROFESSIONAL TRIAD

Relevant Sections of Student Teacher Handbook:

- *Professional Triad*

In the Student Teacher Handbook the *Professional Triad* section describes how together the cooperating teacher and university supervisor share responsibility for both guiding the student teacher's development and evaluating his or her readiness to teach independently. Below we reprise responsibilities outlined in the Student Teaching Handbook, and qualifications of cooperating teachers and university supervisors.

ESSENTIAL RESPONSIBILITIES	
Cooperating Teacher (CT)	University Supervisor (US)
Participate in initial conference with US and ST	Visit school and facilitate a triad conference among the CT, US, and ST within the first two weeks of the student teaching assignment
Orient ST to school, community, building culture, students, classroom routines, policies, curriculum, and instruction and assessment practices	Observe the student teacher at least five times during the semester and provide specific written feedback on each visit (visits are both scheduled and may also be unannounced); additional visits may be scheduled, particularly if a student teacher needs additional support
Model effective teaching practices and make thinking transparent	Support ST with Teacher Performance Assessment (TPA), within acceptable guidelines of support
Guide and support ST in gradual assumption of teaching responsibilities	Facilitate Mid-Assignment assessment/growth plan conference among the cooperating teacher(s), university supervisor, and student teacher; complete and make copies of Student Teaching Verification Form as filled out during Mid-Assignment conference for CT, ST, and Office of Student Services
Regularly plan with, observe ST, and provide specific feedback to candidate, including daily informal conversations and a more extended weekly conference coupled with written notes	Hold a final assessment conference with the student teacher and ensure the Student Teacher Standards Verification Form is completed; make copy for ST and for Office of Student Services to place in student teacher's permanent file
Support ST with Teacher Performance Assessment (TPA), within acceptable guidelines of support	Write a final evaluation of the student teacher's performance and make pass/fail recommendation to Director of Field Experiences/Student Teaching for each ST
Participate in Mid-Assignment assessment/growth plan conference among the cooperating teacher(s), university supervisor, and student teacher	Instruct EDUC 4513 Education and Practice, a co-requisite course for student teachers during the student teaching semester and submit grades at end of semester
Write a final evaluation of the student teacher's performance and make pass/fail recommendation to Director of Field Experiences/Student Teaching for ST	Facilitate communication between the student teacher and the cooperating teacher, and provide a direct line of communication between the Office of Student Services on campus and the school in which the student has been placed
Submit Scope of Work and W-9 forms for stipend payment	Help resolve any problems that may occur during the student teaching semester that cannot be resolved between the student and cooperating teacher
Review and verify Student Teaching Contract and submit to Field Experiences Admin Assistant: Change in cooperating teacher(s), final ST teaching schedule, and contract date changes (must be approved by Director of Field Experiences/Student Teaching)	Assist the cooperating teacher with other questions or challenges s/he may have



QUALIFICATIONS	
Cooperating Teacher(s)	University Supervisor
<p><u>Required qualifications:</u></p> <ul style="list-style-type: none"> (1) have a minimum of three year’s teaching experience in k-12 classrooms (2) hold a valid Colorado professional teaching license (3) either be endorsed in the same teaching field the student teacher is pursuing or meet NCLB “highly-qualified” criteria for the same field the student teacher is pursuing (e.g., secondary mathematics teacher; elementary teacher) (4) if elementary, model and provide opportunities for candidate to teach literacy, math, science, and social studies curriculum (5) follow Colorado Academic Performance Standards (6) have support/approval to host student teacher from appropriate building administrator <p><u>Desired qualifications:</u></p> <p>In addition, CU seeks to work with cooperating teachers with the following additional qualifications/experiences</p> <ul style="list-style-type: none"> (1) ability to positively impact student learning and engagement in school (2) evidence of strong teaching practice (3) desire to work closely with and support a novice teacher, supporting the student teacher’s gradual assumption of responsibility and 4-6 week solo teaching experience (4) demonstrated school or district leadership and/or earned national board certification 	<p><u>Required qualifications:</u></p> <ul style="list-style-type: none"> (1) have a minimum of three year’s teaching experience in k-12 classrooms (2) earned teacher certification in CO or its equivalent in another state <p><u>Desired qualifications:</u></p> <p>In addition, CU seeks to work with university supervisors with the following additional qualifications/experiences</p> <ul style="list-style-type: none"> (1) earned administrative certification and/or held building leadership position (2) earned national board certification (3) prior experience mentoring/coaching teachers and/or conducting professional development activities (4) strong technology skills (5) hosted a student teacher in classroom and/or supervised/mentored a first-year teacher in induction activities



STRATEGIES TO ENHANCE STUDENT TEACHER REFLECTION

The following communication strategies may assist you in enhancing your student teacher's reflection.

Use communication techniques such as **clarification and elaboration**. *Example: The student teacher appears upset by issues related to discipline ---Begin by paraphrasing student teacher's concern before asking question that elicits reflection or analysis.*

Through **rehearsal** 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.*

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?*

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.*

Encourage application/transfer of information from one setting to another. *Example: The student teacher states s/he is confused by lesson planning expectations---Ask student teacher: What do you remember about lesson planning in your one of your methods courses?*

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.*

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.*

Encourage the student teacher to recall prior experiences/change processes. *Example: The student teacher is discouraged because the learning experience did not proceed as anticipated---Facilitate recall of student teacher's ability to be flexible and respond to child's needs on other occasions.*

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. ---Video record 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.*



GETTING OFF TO THE RIGHT START: THE FIRST TWO WEEKS

Relevant Sections of Student Teacher Handbook:

- ***Teacher's Responsibilities for Professionalism as a Student Teacher:*** outlines the responsibilities the student teacher is expected to assume gradually over the initial weeks and to take up fully during the 4-6 week solo teaching period
- ***Working with your Cooperating Teacher:*** provides detailed suggestions for discussing the following topics: adapting to the school culture, knowing and working with students, planning, assessment and classroom management
- ***Assuming Classroom Responsibilities:*** outlines a suggested progression for student teachers to gradually assume teaching responsibilities
- ***Supervision and Evaluation in Student Teaching (Initial Visit/Conference):*** details activities for supervision, including the purpose of the initial triad visit

Relevant Documents:

- *Cooperating Teacher and Student Teacher Profile (complete and give to each other)*
- *Student Teaching In-School Schedule (complete and give to US)*
- *Getting Ready For Semester (assist ST to complete)*
- *Professional Development Plan (ST completes and develops further with CT and US)*
- *Student Teaching Standards Verification Form (introduced)*

To the Cooperating Teacher and Supervisor:

Both the CT and US play a critical role launching the ST successfully in the initial weeks. Below follow detailed suggestions that complement and expand the Student Teaching Handbook. Student teachers have more successful experiences when cooperating teachers and university supervisors work collaboratively and give consistent messages to the student teacher regarding teaching strengths and professional growth needs.

Because student teachers are guests of the school, they need time to become familiar with both the instructional and non-instructional aspects of schooling. The *Assuming Classroom Responsibilities* section of the Student Teaching Handbook provides a suggested progression for the first two weeks. Below follows a more detailed list to help you guide your student teacher become more comfortable in the school setting in the initial weeks of the student teaching placement.



Cooperating Teacher: Orientations and Introductions at the School

Get acquainted, particularly if you have not yet worked together, and create an atmosphere in which the ST has a sense of belonging

- Exchange contact information and your teaching schedule (also provide to US). You may use the Cooperating Teacher Profile/Student Teacher Profile documents
- Provide student teacher with work space, if possible
- Provide student teacher with curriculum guides, teacher's edition of textbooks, access to grade book, and if available a lesson plan book
- Agree on a procedure for calling you and providing lesson plans if the student teacher is ill
- Establish a daily time to confer informally
- Establish a regular weekly time to meet for more in-depth conferences

Orient ST to school, community, and building culture suggested topics to include

- Introduce ST to staff, building administrators, library media specialists, counselors, specialists, secretaries, custodians, and others in building
- Provide map and tour of building and school's website, particularly where to find calendars, schedules, policies, and contact information
- Explain norms and procedures re: parking, sign in/out, reporting sick, typical teacher arrival and departure times, professional attire, where to eat/store food, acceptable times or places to make personal calls or conduct personal business
- Explain how to make copies, reserve space (e.g., library media lab) or request special materials (e.g., text sets, FOSS kits)
- Provide information about the building's culture (and sub-cultures), the school's mission/vision, and if appropriate the school's improvement plan
- Review building safety policies, including evacuation and lock-down procedures, and any policies regarding administering medication to students
- Explain Academic and Student Behavior policies, and provide Faculty and/or Student Handbooks, if available
- Discuss what your expectations and limits are, e.g., can the student teacher decide final grades, choose the curriculum, or design and implement classroom management systems?

Prepare pupils for the ST's arrival and guide the ST in getting to know pupils

- 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
- Provide class rosters and help ST learn to pronounce pupil names accurately
- Require the student teacher to learn **all** students' names by the end of the first week (for elementary) or the second week (for secondary)



- Discuss information about your students, in particular guide your ST to know students who have been identified with specific needs (ILP, IEP, or 504 plans) and assist the ST to provide appropriate accommodations and support to meet student's needs
- Guide ST's in noticing and interpreting pupil's actions/interactions

Explain classroom routines and policies, curriculum, instruction and assessment practices

- Explain routines and rituals and expectations for student behavior
- Explain academic policies, e.g., grading policy, returning papers, accepting late work, routines for starting the day/class period, etc.
- Provide support in using instructional technology (e.g., document camera or interactive whiteboard)
- Discuss curriculum guide (standards/benchmarks) and provide information on concepts student's have been introduced to or are working on
- Discuss how you plan (long-term, weekly, and daily), how you determine the big picture or essential questions you want about students to know/do, how you break that down into weekly or daily objectives, and then how you align tasks and assessments with them
- Discuss how you break down instructional tasks so a lesson flows, how you anticipate student's responses, and how you prepare materials/resources for a lesson, etc.
- Discuss your assessment practices: How do you know what your students have learned--what are you looking, listening for? How do you give effective feedback to students? How do you design summative assessments? What is a fair grade? How do you manage your electronic grade book?
- Explain how you maintain student records, both attendance, grades, behavioral notes, and communication with parents or others about particular students

Getting your student teacher involved in classroom life and routines

- Involve your ST in co-planning and reviewing/providing feedback on student work
- Have the student teacher interact with students (one-on one, small group, and whole class)
- Have the student teacher observe and record your procedures and methods of handling routine matters, 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 may want the student teacher to establish management routines in one class from the outset.
- Involve the student teacher early in routine matters: taking attendance, distributing books, returning assignments, etc. Some teaching duties should be assigned within a day or two of arrival.
- Involve your ST in all non-classroom duties, e.g., monitor halls, lunch room, study hall, bus duty
- Involve your ST in any meetings you typically attend (e.g., staff or grade-level team), including any ILP, IEP, or 504 meetings, provided parents assent to the ST's presence

Support with the Teacher Performance Assessment (TPA)

- Get acquainted with the TPA through the CU-produced webcast or other materials

- If secondary, help your ST identify a focal class/preparation in which s/he will complete the TPA
- Provide assistance in identifying any video-recording equipment available for the ST to check out and use within the school building and ensure ST's use does not conflict with other purposes
- Assist your ST in understanding the routine to send home permission forms to parents and any video-recording policies at your school

University Supervisor: Orientations and Introductions during Initial Student Teaching Seminars

- Discuss your role as a student teacher advocate, mentor, and supervisor. Student teachers are occasionally intimidated knowing that you will ultimately be an evaluator. Explaining that you see yourself in a helping role that you don't expect perfection, but growth and improvement, and other reassuring words can alleviate those fears.
- Spend some time on group introductions, background, interests, and immediate concerns.
- Review contact information and expectations re: communicating with you on your EDUC 4513 syllabus.
- Share your approach to school visits. Will they be scheduled or unannounced? What can student teachers expect at your visits? What do they need to do to prepare? How should lesson plans be provided to you? What format for observations will you follow (e.g., clinical supervision model, etc.)?
- Obtain phone numbers, addresses, cooperating teacher names, and teaching schedules from your student teachers as well as directions to schools (use the Student Teaching In-School Schedule form). Please submit any changes to the Field Experiences Administrative Assistant.
- Guide ST's to use the Student Teaching Handbook and Teacher Performance Assessments as a resource.
- Orient ST's to major assessments in ST semester and your role in those assessments.
- Guide ST's in your expectations regarding the Professional Development Plan for initial triad conference.

Having a Successful Initial Triad Conference

Purposes of the Initial Visit and Triad Conference

The *Supervision and Evaluation* section of the Student Teaching Handbook describes the purposes of the initial visit by the supervisor and triad conference.

- Get acquainted and share contact information/schedules (if not already done prior)
- Re-confirm Student Teaching contract dates and that the contract lists the correct cooperating teacher(s)
 - NOTE: Changes to contract dates must be approved by the Director of Field Experiences/Student Teaching. Changes in CT's should be communicated to the Field Experiences Admin. Assistant.
- If secondary, verify the cooperating teacher and student teacher's class load meets program requirements (i.e., "Rule of 6")

- If elementary, verify the cooperating teacher(s) model and provide opportunities for candidate to teach literacy, math, science, and social studies curriculum
- Make sure the CT has received relevant CT/US Handbook and other documents
- Review and discuss ST's Professional Development Plan
- Clarify expectations around observations, the Teacher Performance Assessment (TPA), and determining whether the ST has satisfied Performance-Based Standards for CO Teachers and met CU's Professionalism expectations (e.g. introduce Student Teaching Standards Verification Form)
- Establish tentative timelines for ST to assume teaching responsibilities and solo teaching
- Set tentative date for Mid-Assignment Conference
- Clarify any remaining questions about expectations, CT role, and supporting the ST
- FOR US: During visit, please introduce yourself to the building administrator, if convenient. In elementary schools, principals are usually involved in school placements and often visit student teachers. In secondary schools, our contact people are usually assistant principals or deans who have been assigned student teaching placement responsibility.

The Supervisor facilitates the initial triad conference. The tone and flow of this meeting help communicate the cooperating teacher and supervisor are a team working together to help the student teacher grow and demonstrate readiness to teach independently. Student teachers benefit when the cooperating teacher and university supervisor give consistent messages about the ST's teaching strengths and professional growth needs. The US will make time at all subsequent visits to check in with the CT, to ensure the CT's questions and concerns are addressed and to secure informal feedback on the ST's progress.

Establishing Realistic Expectations and a Timeline for ST to Assume Teaching Responsibilities

The initial triad conference is an opportunity to ensure all parties have clear and shared understandings of their roles, expectations, assumptions, and timelines for when the student teacher will assume teaching responsibilities.

The Professional Development Plan documents timelines agreed to in the initial triad conference. Treat this as a living document that is regularly reviewed and updated to reflect the student teacher's progress and learning needs.

Essential to the student teacher's growth is having ambitious, yet realistic, expectations about the student teacher's developmental progression. 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 **sufficient freedom and responsibility to develop professionally**.

Your student teacher's needs 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 evidence of student learning in each lesson, accommodating diverse learners, implementing long-term planning, etc.

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 as a practicing teacher you don’t prepare detailed lesson plans, 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.

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. Viewing professional development as a lifelong pursuit 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.

OBSERVATIONS AND CONFERENCES: PROVIDING FORMATIVE FEEDBACK

Relevant Sections of Student Teacher Handbook:

- *Supervision and Evaluation in Student Teaching*
- *Teacher’s Responsibilities for Professionalism as a Student Teacher*
- *Working with your Cooperating Teacher*
- *Assuming Classroom Responsibilities*

Relevant Documents:

- *Student Teaching Observation Protocols: Supervisors use one of the following program-approved forms, Form A, Form B, Form C, or Quality Urban Classroom (QUC, ver. 2.0)*
- *Weekly Student Teaching Activity Plan (optional)*

Observations and conference cycles drive student teacher learning throughout the semester. Because the student teacher needs to know how s/he is progressing, it is important to provide frequent, specific feedback. Some observations will be informal, while others will be more formal and follow a clinical supervision model, outlined in depth in Appendix A.

(NOTE: For CT's who will eventually seek CDE licensure renewal credit, download the Supervision of Student Teacher Log form on the SOE website to document time spent one-on-one mentoring your student teacher.)

Expectations for Frequency and Format of Observations and Conferences

Observations and conference cycles drive student teacher learning throughout the semester.

- **Cooperating Teachers observe and confer informally daily throughout the semester.** The CT provides guidance through modeling and ongoing discussion of teaching and student' learning. For CT's, making your thinking transparent: Sharing reasons behind your teaching choices and actions will help your ST understand the work of teaching. The *Working With Your Cooperating Teacher* section of the *Student Handbook* provides suggested topics to discuss with your student teacher. In addition, the student teacher needs the assurance that the CT is 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 and to maintain clear and open channels of communication.
- **Cooperating Teachers should observe and confer once a week.** Student teachers and cooperating teachers should also schedule lengthier conferences once a week that promote reflection and professional growth. Ideally, these will follow the Clinical Supervision Observation/Conference Model outlined below and elaborated in Appendix A. You may find the Weekly Student Teaching Activity Plan is a form that structures constructive weekly conferences. 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 program-approved observation form. You may also revise the student teacher's Professional Development Plan 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. If a student teacher is not making adequate progress, the cooperating teacher should alert the supervisor and more extensive written documentation of weekly observations or conferences may be requested.
- **Supervisors conduct a minimum of 5 formal observations** over the semester using one of the program-approved observation forms. Multiple observations should not occur on the same day. Additional observations may be necessary, particularly if a student teacher is not making adequate progress. Supervisors follow the clinical supervision observation/conference model outlined below and elaborated in Appendix A. Following each observation, the supervisor provides written notes to the student teacher and cooperating teacher, and an official copy of these formal observations is retained in the student teacher's permanent file at the end of the semester. The Supervisor typically schedules formal observations, but may also decide to make unannounced formal observations. Over the course of the semester, the supervisor will visit the student teacher's classroom about every 2-3 weeks, conducting either a conference or observation.

The Clinical Supervision Observation/Conference Model

- **Pre-observation conference.** Contains sample questions for a brief pre-observation conference with your student teacher that 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 their practice and understand the work of 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 Standards Verification or Student Teaching Final Assessment forms as part of the observation process, since these are the areas you will need to address in evaluating your student teacher’s performance.

SUPPORTING THE STUDENT TEACHER IN THE TEACHER PERFORMANCE ASSESSMENT (TPA)

Relevant Sections of Student Teacher Handbook:

- *Supervision and Evaluation in Student Teaching*

Relevant Documents:

- *Teacher Performance Assessment Handbook and Templates (varies by level and content area)*
- *TPA Task Planning Sheet (optional task list to guide ST’s getting started on TPA)*
- *Video Permission Forms (on D2L site)*

The TPA is a summative, subject-specific portfolio-based assessment of teaching performance that demonstrates the student teacher’s readiness for licensure. Evidence of teaching competence consists of authentic artifacts documenting teaching and learning during a learning segment lasting approximately one week and commentaries explaining, analyzing, or reflecting on the artifacts. In constructing the TPA, student teachers apply what they have learned from their coursework about research, theory, and best practices related to teaching and learning. The TPA is completed in the context of EDUC 4513 Education and Practice, the seminar that is co-requisite with the student teaching internship.

Strategies to Support Student Teachers Complete the TPA	Who provides?			
	CU	Peers	CT	US
Distribute TPA Handbooks and Templates and video permission forms to ST	✓			
Provide TPA overview through introductory screen casts and class visits	✓			
Provide TPA overview to school/district leadership	✓			
Provide timelines for completion of the TPA in EDUC 4513 seminar	✓			✓
For Sec ST’s, guide ST to identify course/preparation as focal TPA class			✓	✓
Guide ST to identify appropriate content and likely dates for learning segment			✓	✓
Assist ST to access information available to teachers to complete Context for Information template			✓	✓
Assist ST to locate video recording equipment available for use in school			✓	

Provide video recording and scanning equipment for ST use	✓	✓		
Assist ST to administer video permission forms in accordance with school and/or district policies			✓	✓
Strategies to Support Student Teachers Complete the TPA	Who provides?			
	CU	Peers	CT	US
Record video footage of teacher and students during learning segment		✓	✓	
Provide technical support in video editing and scanning	✓	✓		
Guide ST to identify connections between assignments completed during coursework and tasks in the TPA		✓		✓
Explain the general design of curriculum materials or instructional and assessment strategies, leaving it to candidates to make selections and/or adaptations based on perceptions of their students' strengths and needs and on the content to be taught			✓	✓
Ask probing or clarifying questions that encourage candidates to deepen their analysis of and reflection on the artifacts, commentary prompts, and/or their responses and to communicate these analyses and reflections more clearly		✓	✓	✓
Use rubric constructs or rubric language to provide candidates with guidance on how their performance will be evaluated formally once submitted				✓
Use rubric constructs or rubric language to debrief observations made by supervisors or cooperating teachers (unless the observation is made of a lesson recorded and analyzed as part of the TPA learning segment)			✓	✓
Offer emotional support	✓	✓	✓	✓
Arrange assistance in uploading documents into Pearson Platform	✓			
Provide guidelines for preparation of DVD for submission to SOE	✓			
Provide narrative feedback on TPA tasks at conclusion student teaching				✓
Share individual's national score results when available	✓			

Acceptable and Unacceptable Forms of Support

The TPA is a program completion requirement. Because the TPA is a summative assessment that reflects the student teacher's knowledge and teaching practice, it is important that cooperating teachers and supervisors offering assistance understand the distinction between appropriate and inappropriate support to candidates as they work on completing the TPA.

Because student teachers are learning how to teach and are being guided by more experienced teachers, professional conversations about teaching and learning associated with the outcomes assessed in the TPA are not only appropriate, but also desirable. The TPA can and should allow student teachers to draw upon these conversations as they create their own understandings of teaching and learning and apply them in the teaching decisions that they make. However, educators providing support should not direct student teachers what to write in the TPA. Cooperating teachers and supervisors should ensure that the teaching decisions and thinking reflected in the TPA are the candidate's own integration of their own experience, research and theory, and insights about the type of teaching and learning reflected in their learning segment.

The TPA should document the work of student teachers and their pupils in their classrooms. Educators offering support should discourage any attempts by candidates to fabricate evidence or plagiarize work.

Many, if not most, student teachers will use or adapt curriculum materials developed by others. Student teachers should cite the source of adapted materials, including materials received from experienced teachers. It is up to each student teacher to explain how the materials are appropriate for their pupils and the relevant learning objectives and standards. Given the demonstrated value of collegiality in education, the TPA encourages collaboration but is also interested in ensuring the authenticity of the portfolio submission. Therefore, the boundaries between acceptable and unacceptable support are made explicit below to support a consistent understanding across TPA institutions.

Acceptable Forms of Support for Constructing TPA

- Explaining the general design of curriculum materials or instructional and assessment strategies, leaving it to student teachers to make selections and/or adaptations based on perceptions of their students' strengths and needs and on the content to be taught.
- Asking probing or clarifying questions that encourage student teachers to deepen their analysis of and reflection on the artifacts, commentary prompts, and/or their responses and to communicate these analyses and reflections more clearly.
- Using rubric constructs or rubric language to provide student teachers with guidance on how their performance will be evaluated formally once submitted.
- Using rubric constructs or rubric language to debrief observations made by supervisors or cooperating teachers (**unless** the observation is made of a lesson recorded and analyzed as part of the TPA learning segment).

Unacceptable Forms of Support for Constructing TPA

- Co-teaching or stepping in to clarify or re-teach while student teacher is teaching the 3-5 day learning segment; the learning segment must reflect the student teacher's independent teaching, especially in the video clip(s)
- Using TPA rubrics to provide formal feedback (as scores) on drafts of TPA tasks prior to submission.
- Making choices of curriculum materials or instructional strategies (other than those required by the cooperating teacher/school/district) **for** the candidate.
- Providing your own analysis of the student teacher's pupils or artifacts or offering alternative responses to commentary prompts.
- Suggesting specific changes to be made in a draft TPA rather than asking questions aimed at helping candidates reflect on a draft and reach their own conclusions about needed changes.
- Providing coaching for student teachers perceived to be weak that is aimed at helping them pass the TPA rather than at improving their teaching competence, e.g., extensive focused feedback on repeated drafts leading to the final submission.
- Editing the TPA (by faculty or peers)

SUMMATIVE EVALUATIONS of the STUDENT TEACHER

Relevant Sections of Student Teacher Handbook:

- ***Supervision and Evaluation in Student Teaching***

Relevant Documents:

- ***Student Teaching Standards Verification Form***

- *Student Teaching Final Assessment*
- *Teacher Performance Assessment Handbook and Templates*

The summative evaluation of the student teacher focuses on ensuring the student teacher has satisfied, or demonstrated proficiency, on all Performance-based Standards for Colorado Teachers that are met in the student teaching experiences. (Note: Some Performance-based standards are met in courses and field experiences prior to student teaching.)

To pass student teaching, the student teacher must:

- Complete attendance dates specified in his/her student teaching contract
- Satisfy performance-based standards on the Student Teaching Standards Verification Form (achieve a Level 3 or higher on each standard element)
- Receive a recommendation of PASS from both the CT and US

Please communicate early and often with the Director of Field Experiences/Student Teaching if you have **any** concerns about a student teacher's performance, particularly if you think a student teacher is **not making appropriate progress** and/or **may** not pass student teaching. In such cases, it is essential to have sound written documentation that both the CT and ST knew of difficulties, and that both the CT and US provided assistance to the ST to correct the situation.

Student Teaching Standards Verification Form and Mid-Assignment Conference + Growth Plan

The US has primary responsibility for ensuring the Student Teaching Standards Verification Form is systematically and accurately completed. The Student Teaching Standards Verification Form is a living document that is completed over the course of the student teaching semester. The following levels are used to evaluate a candidate's performance. A candidate has **satisfied** a standard by **achieving a level 3 or higher**.

- 1 = struggling candidate, not ready to teach
- 2 = some skill, but needs more practice to be teacher-of-record
- 3 = acceptable level to begin teaching, ready to teach as first-year teacher-of-record
- 4 = solid foundation of skills and knowledge; performance reflects a solid veteran teacher
- 5 = accomplished experienced teacher whose daily teaching practice reflects those of a national board-certified teacher

The CT and ST should develop a mechanism to make regular notations of specific dates when the student teacher is observed satisfying a standard in the context of routine teaching practice. Possible mechanisms: place verification form on a clipboard on CT's desk, revisit form as part of weekly lengthier conferences. Some standards will be demonstrated frequently (e.g. Standard 3.1 design short and long-range standards-based instructional plans or Standard 5.1 create a learning environment characterized by acceptable student behavior); thus, there will be many occasions to observe the candidate satisfying this standard. Not every occasion must be documented. Other standards, depending on the teaching context, may occur less frequently in a teacher's instructional routines (e.g., for Secondary English, Standard 2.1 Develop in students an understanding of number systems and number sense; geometry, etc.). The CT and ST should ensure they are being intentional in noting both high- and low-frequency teaching practices. At the initial triad conference, the US ensures the CT and ST understand the form's purpose and have identified a mechanism to note observations when standards are met.

The Mid-Assignment Conference + Growth Plan is an occasion to systematically document progress toward meeting standards. Prior to the conference, each member of the triad should independently reflect on the student teacher's performance to date and determine a rating for each standard (scale = 1 to 5 or not observed). At the Mid-Assignment conference, the CT and US will evaluate jointly the student teacher's performance level on each standard element. At the Mid-Assignment conference, we expect student teachers will have satisfied (e.g., receive a rating of 3) on only a few standards. Most standards will be rated at a level 1 or 2. It is highly unlikely that a student teacher will demonstrate a level 4 or 5 rating on any of the standards, even at the end of student teaching. You may also note a standard has not yet been observed. The Growth Plan should identify specific strategies or steps the student teacher will take to improve his/her performance and/or to ensure deliberate efforts are made to gather evidence on any standards not yet observed. Following the Mid-Assignment conference, the US is responsible for documenting ratings, compiling growth plan notes, and making copies for the CT, ST, and Office of Student Services. A copy of the Student Teaching Standards Verification form, as completed at the Mid-Assignment, will be placed in the ST's official student teaching file. At the Mid-Assignment conference, if the ST has mostly ratings of 1's and/or not observed, the US should contact the Director of Field Experiences/Student Teaching immediately, as a Probationary Support Plan coupled with more intensive observation/documentation may necessary to ensure the ST has been provided support to improve performance.

During the national pilot and field test phases of the Teacher Performance Assessment development, the TPA is a completion requirement and part of the EDUC 4513 Education and Practice seminar course grade. The Student Teaching Verification Form notes those standards that are met as students complete specific TPA tasks.

Final Assessment Conference + Student Teacher Final Assessment

The US convenes a Final Assessment conference with the ST. The US may choose to invite the CT to participate in this conference, depending on his/her availability. At the Final Assessment conference, the US and ST will revisit the Student Teaching Standards Verification Form completed at the Mid-Assignment conference. They will discuss the student teacher's enactment of the growth plan and verify that all standards rated at or levels 1 or 2 or *not observed* at the Mid-Assignment conference have been met at a level 3 or above by the end of student teaching. The US verifies all standards have been satisfied during the Final Assessment conference. A final copy of the Student Teaching Standards Verification form is submitted to the Office of Student Services by the US and retained in the ST's permanent file. This final copy includes the Mid-Assignment conference ratings, Mid-Assignment Growth Plan notes, and verification that all competencies have been satisfied.

The Student Teaching Final Assessment is completed ***separately*** by both the CT and US. Both copies are submitted to the Office of Student Services and retained in the student teacher's permanent file. The Student Teaching Final Assessment form is a typed, narrative review of the ST's overall performance and an assessment of his/her potential for success. The narrative should address the student teacher's proficient performance in the areas listed below.

In addition, the form includes a place for the CT and US to sign and verify the ST has satisfied relevant Performance-Based Standards listed below. The CT and US each provide the ST with a copy, and the ST signs each form. The student teacher's signature does not imply s/he concurs

with the evaluation, but it does indicate the student teacher has read and received a copy of this final evaluation of their performance in student teaching.

Performance Based Standards and Professional Feedback

- knowledge of literacy instruction
- knowledge of mathematics instruction
- knowledge of standards and assessment
- knowledge of classroom and instructional management
- knowledge of individualized instruction
- knowledge of technology
- professionalism
- reflective and inquiry orientation
- suggestions for professional growth
- potential for success

Note for CT's: When preparing the Student Teaching Final Assessment, the CT may choose to either provide narrative comments that address the above-mentioned areas of performance OR provide a signed form of verification and a standard letter of recommendation (see Guidelines for Letter of Recommendation below).

Copies should be received in the Office of Student Teachers (mailed, faxed, or sent as PDF) by the third Friday in December (for fall semester) or third Friday in May (for spring semester). Cooperating teachers will not receive remuneration until this form/ST evaluation is received.

Making a PASS Recommendation and Grades in Student Teaching Internship and Seminar

If a student teacher has **not** satisfied all standards at the time of the Final Assessment conference and/or the CT or US does not support a recommendation to pass student teaching, the Director Field Experiences/Student Teaching must be contacted. It is assumed that if a student teacher is not passing, written documentation of specific concerns and efforts to the support the ST has already been placed in the ST's file. The Director will review prior documentation, confer with all individuals, and convene the CT, US, and ST to develop a plan of action. Possible action steps may include extension of the student teaching placement for a period of time (2-8 weeks) coupled with the development of a Probationary Support Plan, removal from student teaching and reassignment in a new student teaching placement coupled with a Probationary Support Plan, or dismissal from the program. Student teachers do have rights to appeal.

The School of Education takes seriously the CT and US recommendations to PASS a student teacher. The Student Teaching internship course, EDUC 4691/4701/4722/4732, 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/Student Teaching in consultation with the cooperating teacher and university supervisor. A grade of Fail (F) is only possible if complete written documentation and justification is available, and if the Director of Field Experiences/Student Teaching has been previously involved.

The university supervisor is the instructor of record for the student teaching seminar, EDUC 4513 Education and Practice. Grading policies are stated on each supervisor's syllabus. The ST must receive a B or better to be eligible for licensure recommendation. In rare cases, a student may pass student teaching and still receive a grade that is lower than a B in EDUC 4513. If this occurs, the Director of Field Experiences/Student Teaching and Associate Dean for Teacher Education will meet with the ST and US to determine whether/if it is possible for the ST to remediate the course

grade and therefore be eligible for a licensure recommendation. Grades for EDUC 4513 are submitted online by the supervisor by the stated deadline.

GUIDELINES FOR LETTERS OF RECOMMENDATION

At the conclusion of the student teaching experience, cooperating teachers and university supervisors typically write a letter of recommendation. The following suggestions are offered to assist 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 on 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.
- 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.

Below follows 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 help you recall 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

TROUBLESHOOTING and STRUGGLING STUDENT TEACHERS

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

Unless the error is critical to the k-12 students' safety and/or 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?

CU 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 that interfere with the school day. Student teacher's commitments outside of student teaching should not interfere with 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 asks to miss a day of school to go to a job fair?

Because many student teachers also seek a regular teaching position during student teaching, they may request permission **up to two days** 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.

What if the student teacher performs unsatisfactorily in the classroom?

Step 1: If the cooperating teacher has concerns about the student teacher, the CT should try to address these in daily or weekly conferences with the ST. We advise 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.

Step 2: If the concern persists or escalates, the cooperating teacher should speak to the university supervisor. In these situations the CT and the US should detail **in writing** specific problem(s) that need to be resolved, actions/behavioral changes you expect to observe to bring about improvement, resources available, and a timeline for implementation. This written documentation should be shared with the ST and retained by the US. If problems emerge prior to your Mid-Assignment conference, you may use the Mid-Assignment Growth Plan as a format to structure a timeline for improvement.

Questions to help you make 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? Or Illegal?

- Do the student teacher's actions endanger students?
- 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 exhibit inappropriate dress or hygiene?
- 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 insensitive to student needs?
- Does the student teacher exhibit unprofessional behaviors or attitudes?

Step 3: If after reviewing the questions above OR if serious problems persist without resolution after the cooperating teacher and university supervisor have taken initial action to document and resolve the concerns, contact the Director of Field Experiences/Student Teaching in the Office of Student Services, and a consultation will be scheduled (see section below on Misconduct and Removal from Student Teaching).

Misconduct and Removal from Student Teaching

Seriously unsatisfactory performance can be grounds for terminating an assignment. In extreme cases the CT and/or school administrators may request that the student teacher leave the school.

There is no excuse for misconduct or imprudent behavior on the part of the student teacher. If a student teacher engages in illegal or unethical actions or endangers students, contact the Director of Field Experiences/Student Teaching immediately. Such behaviors may be grounds for immediate dismissal from student teaching.

The Office of Student Services has an established procedure to respond to struggling student teachers and/or issues of misconduct and/or removal from student teaching. The Director of Field Experiences/Student Teaching initially gathers and reviews documentation regarding concerns about a ST's performance. Next, the Director consults appropriate individuals who have direct knowledge of the ST's performance (e.g., CT, US, and building administrator). Then, the Director convenes a meeting with appropriate individuals (e.g., CT, US, ST, building administrator, and the ST's faculty advisor or advocate may also be invited). The purpose of the meeting is to clarify the nature of the concern and to determine a course of action. Possible action steps may include extension of the student teaching placement for a period of time (2-8 weeks) coupled with the development of a Probationary Support Plan, removal from student teaching and reassignment in a new student teaching placement coupled with a Probationary Support Plan, or dismissal from the program. See the section in the Student Handbook, *Removal from Student Teaching and/or Dismissal from Program*. Student teachers do have rights to appeal.

DEVELOPING THE EDUC 4513 SYLLABUS (for US only)

EDUC 4513 *Education and Practice* is a co-requisite course that students will take during their student teaching semester. As a university supervisor, you will be the instructor of record for the student teachers you are assigned to supervise. You will submit your syllabus by the second week of student teaching to the Field Experiences Administrative Assistant.

The School of Education provides a syllabus template. The syllabus includes required objectives and the TPA assignment. The TPA is the major assignment in your course and counts for 50% of the overall course grade. Students must complete the TPA in the context of this class. Students must earn a “B” or better in the seminar course in order to be recommended for licensure.

As instructors, each supervisor is responsible for the following instructional decisions in his/her syllabus:

- Additional readings (you may also choose to not include additional readings)
- Seminar topics and dates (see list of suggested below)
- Proportion of 50% of overall course grade (you decide what proportion of overall grade is met through written/other assignments and what proportion is met through participation in seminar)
- Written or other assignments (e.g., reflection journals, letter of introduction to parents, personal growth essays, analysis of video tasks, TPA Task Planning sheet, analysis of student engagement survey results, etc.)
 - Criteria for evaluation of your chosen assignments
 - Expectations for submission of your chosen assignments
 - Policies on late work and/or opportunities to revise sub-par work
- Participation Expectations
 - Attendance policy and how tardiness/absences affect overall participation grade
 - Criteria for evaluating engagement in seminar activities/sessions

The seminar meets ten times during the semester. The first meeting occurs at the Student Teaching Kick-Off session on campus. Although the meeting time was specified when students registered for this course, you may decide to reschedule seminar meetings to accommodate the student teachers' and your schedule. Some supervisors find it most helpful to their student teachers to meet weekly in the beginning of the semester to provide student teachers with the needed support and resources for their many questions, particularly those associated with the Teacher Performance Assessment, and then biweekly toward the end of the semester. Other supervisors meet biweekly in the beginning in order to give their student teachers time to get acclimated to their new environment, and then weekly at the end of the semester to provide on-going feedback as they assume solo-teaching responsibilities. This decision is up to you and your student teachers, based on perceived needs at various times throughout the semester.

You may also work out a meeting location. Some supervisors rotate meetings among their student teacher's school sites; some choose a convenient location that is near where all the ST's work or live, some choose to meet on campus. If you wish to meet on campus, please work with staff in the Office of Student Services to reserve a classroom or conference room.

Be sure to communicate your meeting times, days and assignment due dates in the EDUC 4513 syllabus. All work should be completed by the first week of May for spring semester or December for fall semester, so grades may be entered in the CU System.



Suggestions for Seminar Topics (not limited to this list)

- Orientation to student teaching
- Inviting and inclusive classrooms
- TPA Assessment
- Preparing effective lesson plans (standards based)
- Responsibility and professionalism
- Characteristics of an effective teacher
- Effective communication
- The need for self-care
- Networking opportunities and how to take advantage of these
- Utilizing professional development opportunities
- Classroom management
- Time management
- Technology
- Higher order thinking skills
- Assessment
- Reflection
- Special education/special needs
- Career development (interviewing/job search)
- School options (public, charter, private, parochial, etc.)
- Parents as partners

Suggestions for Written or Other Assignments (not limited to this list)

This section is under development and will be updated to include examples from various spring 2012 syllabi.

ADMINISTRATIVE MATTERS

Because campus administrative procedures change regularly, communication about administrative procedures and deadlines will occur primarily by email. Below follow general guidelines for major administrative procedures. Please contact the Field Experience Administrative Assistant if you have specific questions about any administrative matter.

Forms: Access to Forms and Submission of Forms

All files in bold may be downloaded on the School of Education Website.

FORMS SUBMITTED to OSS and RETAINED IN STUDENT TEACHER'S PERMANENT FILE	
<i>University Supervisor</i>	<i>Cooperating Teacher</i>
Verify Student Teaching Contract information at initial triad conference and submit changes Observation Forms (5) Student Teaching Standards Verification Form ST Final Assessment TPA Narrative Feedback TWS Verification Form (if in music and completing TWS) DVD of TPA or TWS (prepared by ST)	ST Final Assessment

ADMINISTRATIVE FORMS and PROCEDURES			
<i>University Supervisor</i>		<i>Cooperating Teacher</i>	
<u>FORM</u>	<u>SUBMITTED TO:</u>	<u>FORM</u>	<u>SUBMITTED TO:</u>
Signed contract	Dean's Office	Student Teaching Contract and Updates	SOE Office Student Services
Updated resume	SOE Office Student Services	Scope of Work	SOE Office Student Services
Direct Deposit information	Dean's Office	W-9	SOE Office Student Services
University Supervisor Information Form	SOE Office Student Services	Cooperating Teacher Information Form	SOE Office Student Services
Mileage Logs	SOE Office of Student Services	CT Profile	Shared with ST and US
Grades	Online and a copy to Director of FE/ST	Supervision of Student Teaching Log	Colorado Department of Education (CDE)
US Evaluation of CT (online)	Online survey link sent in email	CT Evaluation of US	Online survey link sent in email

Payment Procedures for Cooperating Teachers

For each student teaching assignment, the university pays a stipend to the cooperating teacher or school district as district policy dictates.

- The CT must complete a Scope of Work form and a W9 form with the student teaching contract.
- A final evaluation must be submitted to the SOE Office of Student Services to receive payment.
- Address updates must be sent before the end of semester.
- When a student teacher works with more than one cooperating teacher in an assignment, the stipend is divided proportionately or as requested.
- The Cooperating Teacher Information Form provides information needed to process this stipend.
- The stipend check will be sent to the cooperating teacher's home address.

Licensure Renewal Credit (for Cooperating Teachers)

Cooperating teachers may earn up to 6 hours of licensure renewal credit by working with a student teacher. Check with 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 time spent observing your student teacher in the classroom or time the ST spent observing you in the classroom or time the ST spent working with students in the hours you report as one-on-one mentoring for renewal credit.** You must maintain a [log](#) (available on SOE website). Your log must be approved by your school principal. The completed log should be submitted with your application for licensure renewal paperwork to the Colorado Department of Education (CDE).

Payment Procedures for University Supervisors

Patty McDonald manages contracts and updates to personal information or direct deposit information. Any questions regarding contract payments or direct deposit payments should be directed to Patty.

Travel Procedures and Mileage Reimbursement for University Supervisors

Travel reimbursement policies/procedures and blank mileage logs are sent to US at the beginning of each semester. The US must submit mileage logs to the Field Experiences Administrative Assistant by email. Expenses are entered into the CU Expense system and must be approved and submitted by the US.

Making Copies for Seminar Course

Copies for use in your Educ 4513 course may be made in the School of Education. The copy code is provided to US at the beginning of the semester.

Desire to Learn (D2L): Learning Management System

To request your course, please use the Office of Information Technology [request form](#). Your section number will be sent to you by the Field Experiences Administrative Assistant. New supervisors will not be able to request a course until they have received their CU Identikey and Password. For assistance with your D2L course, you may contact the CU Helpline at (303)735-HELP or the SOE faculty assistants at (303)492-1954 or (303)492-8742. Tutorials are available on the D2L site when you log-in at learn.colorado.edu or through the [Office of Information Technology](#) .

Submitting Grades

Online grade submission and guidelines will be sent by email and discussed at last supervisors meeting of semester. A copy of all grades must also be submitted to the Director of Field Experiences/Student Teaching. The Field Experiences Administrative Assistant will send Excel spreadsheets for the Director of Field Experiences grade submissions.

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.

Appendix A: Clinical Supervision Observation/Conference Model

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:						
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; padding: 0 10px;">Develop a way of indicating key behaviors, situations and note their importance</td> <td style="width: 50%; padding: 0 10px;">Use abbreviations</td> </tr> <tr> <td style="padding: 0 10px;">Develop your own shorthand</td> <td style="padding: 0 10px;">Look up occasionally</td> </tr> <tr> <td style="padding: 0 10px;">Indent when a student responds</td> <td></td> </tr> </table>	Develop a way of indicating key behaviors, situations and note their importance	Use abbreviations	Develop your own shorthand	Look up occasionally	Indent when a student responds	
Develop a way of indicating key behaviors, situations and note their importance	Use abbreviations					
Develop your own shorthand	Look up occasionally					
Indent when a student responds						

Notes/Comments:

Appendix A: Clinical Supervision Observation/Conference Model

Conferencing

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 Conferences:

- 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: