



Education 4691/4712/4722/4732 Student Teaching

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Instructor Contact Information

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Course Overview

Student Teaching is the capstone experience in the teacher education program. This is an opportunity for you to demonstrate your readiness to teach independently and to assume responsibility for k-12 student's classroom learning. Additionally, this is an opportunity to reflect upon your commitments as a teacher and to develop those practices consistent with a vision of effective professional practice.

Co-Requisite Course

This course is taken concurrently with the seminar EDUC 4513 Education & Practice. Your performances in both courses are considered in making a final decision on whether you will be recommended for a Colorado initial teaching license.

Course Objective

Through your student teaching experiences, you will demonstrate readiness to teach by satisfying Performance-Based Standards for Colorado Teachers and by demonstrating professionalism in all actions and interactions throughout the student teaching experience.

Required Resources

- Teacher Performance Assessment Handbook for your content area
- Professional Practice in Student Teaching Handbook

Course Expectations and Assessments

This course is conceived of as an internship. The Student Teaching Handbook provides more detail on expectations for student teaching and assessments to evaluate your readiness to teach. We highlight key points in the Student Teaching Handbook in this course syllabus.

- Attendance & Daily Schedule
- Performance in Teaching Responsibilities & Solo Teaching
- Observations
- Performance-Based Standards for CO Teachers & Student Teaching Standards Verification Form
- Mid-Assignment Assessment & Growth Conference
- Final Evaluation

ATTENDANCE & DAILY SCHEDULE

Overall Dates of Attendance:

- Student teaching experience begins and ends on the dates stipulated in your student teaching confirmation contract.
- Follow your school district's policy/calendar for all holidays and vacation dates.



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Daily Schedule:

- Follow the daily schedule of the school and of the cooperating teacher to whom you are assigned.
- Arrive early enough to allow ample time for planning and organizing before classes begin.
- Remain long enough after dismissal to allow time for planning and conferencing.
- Model your arrival and departure behavior on the *best* of the teachers in the school, not the most convenient schedule for you.

Illness/Absences:

- If sick, you are responsible for notifying the cooperating teacher and the university supervisor before school begins.
- Follow school procedures to report absences to school administrators
- Prepare written lesson plans for a substitute, even if that is your cooperating teacher
- More than three (3) absences due to illness during the student teaching semester must have written verification.
- Unexcused or extended absences may require an extension of the student teaching experience as determined by the Director of Field Experiences or the Associate Dean for Teacher Education.

Other Activities:

- Make student teaching your priority.
- You may not enroll in any other university classes (regular, correspondence, or independent study) during the student teaching semester, or accept a coaching position.
- If other commitments negatively affect your student teaching performance, this may affect your grade in student teaching and ultimately impede your goal of obtaining a teaching job later.

PERFORMANCE IN TEACHING RESPONSIBILITIES & SOLO TEACHING

Teacher's Typical Responsibilities/Duties

You are expected to participate in and fulfill all daily tasks accomplished by full-time professional teachers. Over the semester you will gradually assume teaching responsibilities and solo teach for 5-6 weeks (k-12 music student teachers solo 2-3 weeks in each placement). During solo teaching you will fulfill all responsibilities/duties listed below. You, your cooperating teacher, and your university supervisor will work out a specific plan and timeline for your gradual assumption of all teaching responsibilities. See the section in the Student Teaching Handbook on Assuming Classroom Responsibilities for more details on a suggested progression.

Typical responsibilities include the following:

- follow school/district curriculum
- plan and preparing all materials for daily lessons
 - consult and coordinate with your CT and/or grade-level teams
 - follow requested lesson plan format (may be specified by your school or university supervisor or use formats practiced in teacher education courses)
 - complete written lesson plans ("winging it" is not acceptable)
 - provide written lesson plans that a substitute can follow if you will be absent
- teach in dynamic, engaging ways using sound principles of instruction
- operate instructional technology (e.g., document cameras, interactive white boards)
- plan for and follow school procedures to reserve unique learning space (e.g., library media center)
- assess student learning (formatively and summatively)
- administer state or district assessments according to standardized protocols



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- grade student work in a timely manner
- maintain accurate student records (grades, attendance, etc.)
- help students make up work and/or tests/exams
- attend staff meetings and other meetings, e.g., grade-level team
- attend ILP or IEP meetings for students in your cooperating teacher’s classroom
- answer email and voice mail daily
- provide supervisory support (e.g., hall, lunch room, bus, playground, study hall duties)
- hold office hours or help sessions during off periods or before/after school or during lunch
- attend parent/guardian-teacher conferences or meet with parents/guardians as requested
- follow all school building and district policies e.g., attendance, discipline, grading, communication, safety#

Teacher Professionalism

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

Dimension	Expectation for a Strongly Demonstrated Performance
Timeliness & Punctuality	Candidate arrived to school on time every day with ample time to make preparations for all teaching responsibilities. Candidate communicated in a timely and appropriate manner if an emergency arose.
Written Communication	All correspondence with colleagues, parents/guardians, or with k-12 students (e.g., email, on board, on handouts, on tests, on notes home) was professional; that is, text maintained a relatively formal tone/word choice and almost never included errors in punctuation & usage.
Dress	Candidate dressed neatly and appropriately every day. Attention was paid to safety and modesty; thus, candidate’s dress did not distract from students’ learning.
Collegial Interactions	Communications between the candidate, cooperating teacher(s), and/or administrators were always respectful and appropriate. Candidate was proactive and responsive in essential communication and/or problem solving when an issue arose.
Respect for Students	Candidate’s interactions with students were always respectful, non-discriminatory, were conducted in ways that preserved the dignity of all students, and demonstrated a commitment to fairness.
Responsibility for Student Learning	Candidate operates with a positive view of the meaningful inclusion and genuine potential of all people, assumes responsibility for the learning of his/her students, and continually persists to meet the needs of all students. Candidate has high expectations for all learners.
Work Ethic	Candidate consistently demonstrates drive, initiative, determination, and a commitment to hard work. Candidate shows steady effort and a desire to produce high quality product or performance.
Perseverance	Candidate treats setbacks as opportunities to learn. Candidate does not give up when things don’t go as planned or when there is uncertainty about a task or situation; instead, candidate tries again.
Responsibility for Actions	Candidate consistently accepts responsibility for the outcomes of his/her actions.
Organization & Planning	Candidate has developed effective systems to track and manage multiple deadlines and thus meets all due dates (both for k12 school responsibilities AND student teaching seminar due dates). Candidate break downs larger



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	tasks into smaller ones and manages time/effort to ensure task completion. Candidate anticipates and generates potential “work-arounds” for problems or contingencies that may arise.
Social Media & Technology Savvy	Candidate manages social media presence and communication in a professional manner. Candidate is comfortable learning new technologies, trouble-shooting technology breakdowns, and often considers educational potential of new technology.
Workplace Policies & Codes of Conduct	Follows all state and local school/district policies that govern the ethical, moral and legal practices of teachers. Requests and reviews teacher and student handbooks (if available). Ensures s/he knows and follows district and school policies related to attendance, discipline, crisis management, emergency, and evacuation procedures.
Confidentiality	Candidate is extremely sensitive to the school’s policy on confidentiality as related to the children/school/school district in which they student teach. Candidate follows district’s policy on photographing or video recording students in the classroom before participating in those activities, and, 2) understands that disclosing a student’s name and sharing their academic progress or private personal issues with people not directly involved in the student’s education violates their right to privacy.

Solo Teaching Experience

At some point during the semester, you will complete 5-6 weeks of solo teaching. During the solo teaching period, you assume full responsibility for a typical full-time teacher’s load. Your cooperating teacher and university supervisor will work with you to identify when you will solo (typically around weeks 7-14) and the specific nature of your solo teaching responsibilities.

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OBSERVATIONS

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

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

PERFORMANCE-BASED STANDARDS FOR COLORADO TEACHERS & STUDENT TEACHER STANDARDS VERIFICATION FORM

To pass student teaching you will be expected to **satisfy**, or demonstrate **proficiency** on, each standard element of the Performance-Based Standards for Colorado Teachers that are included on the Student Teaching Standards Verification Form (note this is not a comprehensive list of Performance-Based Standards, as some are satisfied prior to the student teaching experience).

Satisfying or **demonstrating proficiency** on the Performance-Based Standards for Colorado Teachers is defined as follows: “The teacher candidate demonstrates substantial knowledge and understanding of the



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standard/standard element. The teacher candidate demonstrates the ability to apply the standard/standard element in a field setting, and to assess student learning and evaluate teaching performance. This is the level expected of a well-prepared first-year teacher.”

- 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 you will demonstrate proficiency (see Teacher Professionalism section above). These nine areas are reflected in the Student Teacher Standards Verification Form and Student Teaching Final Assessment Form.

The Student Teacher Standards Verification Form is a place to record progress toward and eventual verification of satisfying Performance-Based Standards for Colorado Teachers. The following sources provide evidence that you have satisfied or reached proficiency on each standard:

- Observations Forms & Pre- and Post-Observation Conferences
- Teacher Performance Assessment (TPA) Completion
- Mid-Assignment Assessment & Growth Plan Conference with CT, US, and ST
- Final Evaluation Conference by US & ST

The US will maintain an official copy of the Student Teacher Standards Verification Form. The US will note observation dates when standards are satisfied in the context of an observation/conference cycle. Satisfactory completion of TPA tasks is also noted on this form. The Mid-Assignment Conference is a critical juncture in the student teaching semester to determine whether standards have been satisfied and/or to set growth plan goals to ensure they are satisfied by the end of student teaching. The US will facilitate a final conference near the end of the student teaching experience to ensure that all standards have been satisfied.

MID-ASSIGNMENT ASSESSMENT & GROWTH PLAN CONFERENCE

The Mid-Assignment Conference is a critical juncture in the student teaching semester to determine overall progress in student teaching and more specifically whether the ST has satisfied or is on track to satisfy Performance-Based Standards for Colorado Teachers and CU’s Professionalism expectations.

FINAL EVALUATIONS OF STUDENT TEACHING

The university supervisor will hold a final conference with the student teacher near the end of the semester with the purpose of ensuring all standards on the Student Teaching Standards Verification Form have been satisfied. This is a chance to revisit growth goals established during the Mid- Assignment Conference and note and celebrate progress. The university supervisor submits this completed form to the Office of Student Services.



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A Student Teaching Final Assessment will be completed individually by the cooperating teacher and university supervisor. The Student Teaching Final Assessment Form is typically a letter of confirmation or recommendation that assesses your performance in the following areas:

- 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 & inquiry orientation
- suggestions for professional growth
- potential for success

In the Student Teaching Final Assessment Form, the university supervisor and cooperating teacher both verify that they recommend this student teacher to pass student teaching.

Grading Policy

Your cooperating teacher(s) and university supervisor collaboratively determine successful completion of student teaching and recommend a pass or fail to the Director of Field Experiences. In cases of disagreement, the Director of Field Experiences will work with all parties to resolve disagreements; ultimately, though, the Director of Field Experiences and Associate Dean for Teacher Education have the final say in decisions about whether to pass a student teacher and/or recommend for licensure.

To pass student teaching you must:

- Complete attendance dates specified in your student teaching confirmation contract (or as amended during semester due to illness or other events)
- Satisfy, or demonstrate proficiency on, Performance-Based Standards outlined in the Student Teaching Standards Verification Form
- Receive a recommendation of PASS from your supervisor and cooperating teacher



University Policies

Accommodations

If you qualify for accommodations because of a disability, please submit to me a letter from Disability Services in a timely manner so that your needs be addressed. Disability Services determines accommodations based on documented disabilities. Contact: 303-492-8671, Center for Community N200, and

<http://www.colorado.edu/disabilityservices/>

If you have a temporary medical condition or injury, see guidelines at

<http://www.colorado.edu/disabilityservices/go.cgi?select=temporary.html>

Disability Services' letters for students with disabilities indicate legally mandated reasonable accommodations. The syllabus statements and answers to Frequently Asked Questions can be found at

<http://www.colorado.edu/disabilityservices/>

Religious Observance

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, {{insert your procedures here}}

See full details at http://www.colorado.edu/policies/fac_relig.html

Classroom Behavior

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See policies at

<http://www.colorado.edu/policies/classbehavior.html> and at

http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code

Discrimination and Harassment

The University of Colorado at Boulder policy on Discrimination and Harassment, the University of Colorado policy on Sexual Harassment and the University of Colorado policy on Amorous Relationships apply to all students, staff and faculty. Any student, staff or faculty member who believes s/he has been the subject of sexual harassment or discrimination or harassment based upon race, color, national origin, sex, age, disability, creed, religion, sexual orientation, or veteran status should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. Information about the ODH, the above referenced policies and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at

<http://www.colorado.edu/odh>

Academic Integrity

All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at <http://www.colorado.edu/policies/honor.html> and at

<http://www.colorado.edu/academics/honorcode/>