



School of Education

UNIVERSITY OF COLORADO **BOULDER**

# PROFESSIONAL PRACTICE IN STUDENT TEACHING

Student Teaching Handbook

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](mailto:Kathy.Gamble@colorado.edu)  
(303)492-2590

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

## TO THE STUDENT TEACHER

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

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

- policies on attendance and schedule
- the professional triad
- teaching responsibilities and professionalism in student teaching
- learning responsibilities in student teaching
- working with your cooperating teacher(s)
- assuming classroom responsibilities
- supervision and evaluation in student teaching
- troubleshooting and communication
- professional liability
- forms for student teaching

However, no handbook can address every situation you might encounter in student teaching.

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

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

## POLICIES on ATTENDANCE and SCHEDULE

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

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

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

#

### ***Daily Schedule***

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

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

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

Because many student teachers also seek a regular teaching position during student teaching, you 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.

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

You are expected to attend all mandatory meetings related to student teaching--including the kick off meeting at the start of the semester. Because student teaching follows the k-12 schedule, student teaching typically begins *before* CU's academic semester. You are expected to attend all seminars associated with EDUC 4513 Education and Practice (see your course syllabus for more specific details on attendance expectations for this seminar).

### ***Other Activities***

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

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

Two other common things that affect performance during student teaching are personal commitments and the need to work. If other commitments negatively affect your student teaching performance, this may

ultimately impede your goal of obtaining a strong recommendation that leads to a teaching position. The university supervisor and cooperating teacher(s) cannot help you overcome difficulties encountered because of factors outside the school.

### ***Substitute Teaching***

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

## **THE PROFESSIONAL TRIAD**

Each student teaching assignment involves at least three people: the student teacher, cooperating teacher, and university supervisor. This triad must develop and maintain continuous communication to ensure that the teacher candidate moves toward professional competence. Student teachers are most successful when cooperating teachers and university supervisors work collaboratively and give consistent messages to the student teacher regarding strengths and professional needs. Effective communication is particularly important when a student teacher has two cooperating teachers: In such professional “quad” situations, the university supervisor plays a central role in facilitating open communication and ensuring the student teacher receives clear, consistent feedback.

### ***University Supervisor (US) Responsibilities***

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

- Visit school and facilitate a triad conference among the CT, US, and ST within the first two weeks of the student teaching assignment
- Observe the student teacher at least five times during the semester and provide specific written feedback on each visit (visits are both scheduled and may also be unannounced); additional visits may be scheduled, particularly if a student teacher needs additional support
- Support ST with TPA, within acceptable guidelines of support
- 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
- 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
- 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
- Instruct EDUC 4513 Education and Practice, a co-requisite course for student teachers during the student teaching semester

- Facilitate communication between the student teacher and the cooperating teacher, and provide a direct line of communication between the Office of Student Services on campus and the school in which the student has been placed
- Help resolve any problems that may occur during the student teaching semester that cannot be resolved between the student and cooperating teacher
- Assist the cooperating teacher with other questions or challenges s/he may have

### ***Cooperating Teacher (CT) Responsibilities***

Cooperating teachers must meet the following criteria: (1) have a minimum of three year's experience, (2) hold a valid Colorado professional teaching license; (3) either be endorsed in the same teaching field the student teacher is pursuing or meet NCLB "highly-qualified" criteria for the same field the student teacher is pursuing (e.g., secondary mathematics teacher; elementary teacher); (4) if elementary, cooperating teacher must model and provide opportunities to teach literacy, math, science, and social studies; and (5) have support of appropriate building administrator. In addition, CU seeks to work with cooperating teachers with the following additional qualifications/experiences, (1) ability to positively impact student learning and engagement in school, (2) strong teaching practice, (3) desire to work closely with and support a novice teacher, and (4) demonstrated school or district leadership.

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

- Participate in initial conference with US and ST
- Orient ST to school, community, and building culture, students, classroom routines, and policies, curriculum, and instruction and assessment practices
- Model effective teaching practices and make thinking transparent
- Guide and support ST in gradual assumption of teaching responsibilities
- Regularly plan with, observe ST, and provide specific feedback to candidate, including daily informal conversations and a more extended weekly conference
- Support ST with TPA, within acceptable guidelines of support
- Participate in mid-assignment assessment/growth plan conference among the cooperating teacher(s), university supervisor, and student teacher
- Write a final evaluation of the student teacher's performance and make pass/fail recommendation to Director of Field Experiences/Student Teaching for ST

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

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

You are expected to participate in and fulfill all daily tasks accomplished by full-time professional teachers. Over the semester you will gradually assume teaching responsibilities and solo teach for 4-6 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 below on Assuming Classroom Responsibilities for more details on a suggested progression.

Typical responsibilities include the following:

- follow school/district curriculum

- plan and prepare 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 (only if your CT and principal expect you to administer them and you have had required training)
- 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 (if secondary) 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 (and with permission, especially when IEP and ILP conferences are held)
- follow all school building and district policies e.g., attendance, discipline, grading, communication, safety

### ***Teacher Professionalism***

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

<b>Dimension</b>	<b>Expectation for a Strongly Demonstrated Performance</b>
<b>Timeliness and Punctuality</b>	Candidate arrived to school on time every day with ample time to make preparations for all teaching responsibilities. Candidate communicated in a timely and appropriate manner if an emergency arose.
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 and 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.
<b>Collegial Interactions</b>	Communications between the candidate, cooperating teacher(s), and/or administrators were always respectful and appropriate. Candidate was pro-active and responsive in essential communication and/or problem solving when an issue arose.
<b>Respect for Students</b>	Candidate’s interactions with students were always respectful, non-discriminatory, were conducted in ways that preserved the dignity of all students, and demonstrated a commitment to fairness.
<b>Responsibility for Student Learning</b>	Candidate operates with a positive view of the meaningful inclusion and genuine potential of all people, assumes responsibility for the learning of his/her students, and continually persists to meet the needs of all students. Candidate has high expectations for all learners.

Dimension (continued)	Expectation for a Strongly Demonstrated Performance
<b>Work Ethic</b>	Candidate consistently demonstrates drive, initiative, determination, and a commitment to hard work. Candidate shows steady effort and a desire to produce high quality product or performance.
<b>Perseverance</b>	Candidate treats setbacks as opportunities to learn. Candidate does not give up when things don't go as planned or when there is uncertainty about a task or situation; instead, candidate tries again.
<b>Responsibility for Actions</b>	Candidate consistently accepts responsibility for the outcomes of his/her actions.
<b>Organization and Planning</b>	Candidate has developed effective systems to track and manage multiple deadlines and thus meets all due dates (both for k12 school responsibilities AND student teaching seminar due dates). Candidate break downs larger tasks into smaller ones and manages time/effort to ensure task completion. Candidate anticipates and generates potential "work-arounds" for problems or contingencies that may arise.
<b>Social Media and Technology Savvy</b>	Candidate manages social media presence and communication in a professional manner. Candidate is comfortable learning new technologies, trouble-shooting technology breakdowns, and often considers educational potential of new technology.
<b>Workplace Policies and Codes of Conduct</b>	Follows all state and local school/district policies that govern the ethical, moral and legal practices of teachers. Requests and reviews teacher and student handbooks (if available). Ensures s/he knows and follows district and school policies related to attendance, discipline, crisis management, emergency, and evacuation procedures.
<b>Confidentiality</b>	Candidate is extremely sensitive to the school's policy on confidentiality as related to the children/school/school district in which they student teach. Candidate follows district's policy on photographing or video recording students in the classroom before participating in those activities, and, 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 4-6 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 and the specific nature of your solo teaching responsibilities.

- If elementary, you will typically assume responsibility for your CT's full complement of responsibilities. Your cooperating teacher must model and provide opportunities to teach literacy, math, science, and social studies curriculum.
- If secondary, the actual number of classes depends on the classes available, number of preparations, level of instruction, familiarity with content, and level of student teacher competence. We apply a "Rule of 6," where the number of classes + the number of preparations = 6.
- If k-12 music, you will solo 2-3 weeks in each placement.

## **LEARNING RESPONSIBILITIES DURING STUDENT TEACHING**

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

Student teaching affords you extended opportunities to learn in and from practice, both yours and those of other veteran teachers at your school. Take advantage of opportunities to broaden your views of teaching by seeing a variety of teaching styles and methods. We recommend that you spend at least some time

observing or possibly working, perhaps on a limited basis, with other good teachers in your building. For example, a student teacher working in a primary classroom might spend a little time visiting an intermediate teacher; secondary student teachers might observe one or two other teachers in your department as well as one or two outstanding teachers in other departments.

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

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

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

- EDUC 4691, 4701, 4712, 4722, or 4732 Student Teaching (P/F grade earned)
- EDUC 4513 Education and Practice or MUSC 4193 Student Teaching Seminar (letter grade earned)

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

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

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

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

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

Make time each day to reflect.

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

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

- What image do I want to project? What image do I project? Am I projecting the image I want?

- What resources (both material and human) are available to help me?
- What are my strengths (and weaknesses)?
- How can I be positive (even in the worst of times)?
- In situations where my actions have caused a problem, do I rely on others to provide a solution? What better ways are there?
- What factors in my life need to be arranged so that I can devote the time necessary to make the most of the student teaching experience?
- Who are my resource people? What are their schedules? How can I reach them? What do I need from them? What can they realistically provide? What do I need to provide to them?
- What can I do to facilitate my communication with my cooperating teacher and my university supervisor?
- What expectations does my cooperating teacher or university supervisor expect of me? What are my expectations for my performance and development?
- What must I do to get the broadest and best experience from student teaching (includes classroom teaching experience; observation; social, curricular, and extra-curricular activities both in school and out of school)?
- How can I ensure that my student teaching experience will make me as marketable as possible in the job market?

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

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

- Have I provided variety? Students will quickly get bored and possibly disruptive if you do the same thing all the time. Think about how you would feel if you were exposed to endless repetition.
- In what ways did I make the students responsible for the desired outcomes of this class?
- Did I let the students have enough time to respond?
- Were my questions or directions complete, precise, and understood?

In reflecting on your relationship with your students or parents:

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

## WORKING WITH YOUR COOPERATING TEACHER(S)

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

You and your cooperating teacher should engage in **daily** informal conversations designed to assist and support you. You should also schedule lengthier **weekly** conferences with your cooperating teacher after observations (or at mutually agreeable time) that promote reflection and professional growth.

Below follow some important topics to discuss throughout the semester with your cooperating teachers:

### *Adapting to the School Culture*

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

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

Your supervisor will provide specific suggestions for getting to know the routines and norms of your school building. The document *Getting Ready for the Semester* is designed as a way for you to think through and inquire about policies (both district, school, and classroom) that will assist you in active efforts at classroom instruction and management. It also provides a useful format for notes about key people in your school.

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

- Be prompt, courteous, and dependable to both students and school staff. If you show staff and students respect and courtesy, they should respond in kind.
- Volunteer! Take the initiative. Ask how you can be of help. Get involved in the school. The students and staff will notice and respond to you as a member of their community

- Find out and follow school and district policies and calendars.
- Find out who support staff are (e.g., special education specialists, literacy specialists) are and how to communicate most effectively with them.
- Find out where and when to eat, make phone calls, and perform other personal business.
- Determine copying and materials use policies: don't "give" work to secretaries or aides until you know this acceptable and standard practice. If you are in high school and have student workers/aides, find out the expectations for delegating tasks to them and appropriate forms of feedback to provide them about their performance.

### ***Knowing and Working with Your Students***

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

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

- Uphold your obligations as a Mandated Reporter
- Adhere to professional ethics regarding the student-teacher relationship by not pandering to the affections of your students. You can be friendly without becoming a "buddy" to the students.
- Never permit students to discuss other teachers front of you. Be ethical in your discussions about the students and the school.
- Be aware that some styles of communication with students and parents (i.e., requiring eye contact, handshakes, use of first names) may be sensitive for cultural reasons. Some interactions could be misconstrued as offensive, inappropriate or even confrontational.
- Avoid being alone with a student of either sex, if possible. When you do need to meet individually with a student ensure, as far as possible, that it is in sight of other adults.
- When providing first aid or personal care to a student (i.e., a young student or a student with a disability), make sure you are accompanied by or can be seen by another staff member or adult, whenever possible.
- Do not administer any medications, including over-the-counter medications.
- Avoid transporting students in your car unless you have the approval of the student's parent and the principal. Personal visits between students and student teachers at either party's home are also inappropriate, unless it is a school-sanctioned visit.
- Avoid visiting or meeting students outside the school environment or after school hours unless it is part of an approved school activity or excursion.

- Never use corporal punishment. This means that you must not strike, push, or physically discipline a student.
- Avoid making physical contact with students in a way that might make them uncomfortable. Hugging a student or touching a student's face or head as a greeting or gesture of encouragement or familiarity may be misinterpreted. A handshake or an encouraging pat on the back, arm, or shoulder is generally acceptable as a sign of approval or support from the teacher. Teachers always need to be sensitive to children's individual reactions to being touched.
- Discourage affectionate touching from students as well, while acknowledging their kind intentions.
- Avoid providing your personal phone number or email. Do not friend your students on Facebook or other sites. Do not email, telephone or send phone messages to students for non-essential or personal purposes. Where any of these activities are essential, make sure that they occur with the knowledge and approval of the principal and the parents and use official school email accounts or communication platforms. Be professional in your communication.
- Do not single out an individual student for preferential treatment, gifts, treats, etc.

### **Planning**

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

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

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

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

Your cooperating teacher will assist you in identifying an appropriate concept/objective for the learning segment in your Teacher Performance Assessment (TPA). See the TPA Handbook for more information on identifying content for the TPA learning segment.

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

### **Assessment**

Ask your cooperating teacher to spend some time discussing the types of assessments s/he uses, other assessments which would be acceptable, and grading standards and procedures. You should be prepared to evaluate student progress and be responsible for assessing the lessons you teach. Also take time to discuss district benchmark assessments and/or state assessments and your role in preparing students for them and/or in proctoring high-stakes assessments.

### **Classroom Management**

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

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

### ***Documenting Parent/Teacher Communication, Student Behavior, or Student/Teacher Interactions***

During student teaching you will want to develop a system you can manage to document parent/teacher communication (e.g., phone log). In addition, it's important you have a strategy to document problematic student behavior or student/teacher interactions and to determine when you should alert a building administrator about problematic interactions or concerns you have about any student. Talk with your cooperating teacher about how s/he maintains informal notes regarding routine parent communication and potentially problematic student behavior or student/teacher interactions.

### ***Course/Teacher Websites***

Talk with your cooperating teacher about how s/he uses course or teacher websites to support daily classroom instruction. In some school districts there are required templates that you will be expected to use. Talk about what materials are acceptable to post (e.g., homework, class handouts, screencasts, etc.) and whether it is acceptable to post exemplars of k-12 student work and/or photos of your students. Talk about any guidelines in place regarding establishing links to external content. Do not develop an external course websites without permission from your student teaching building administration.

## **ASSUMING CLASSROOM RESPONSIBILITIES**

Below follows the suggested progression for student teachers to follow. It guides your orientation to the student, classroom/school, the completion of the Teacher Performance Assessment (TPA), the gradual assumption of teaching responsibilities including a 4-6 week solo teaching experience, and major checkpoints to assess progress toward satisfying Performance-Based Standards for Colorado Teachers.

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

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

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

- Orient yourself to the building and classroom(s) using your school's Teacher/Staff and Student Handbooks as well as CU's document, *Getting Ready for the Semester*
- Complete any paperwork required by your school/district to be a student teacher (if not already completed) and turn Student Teacher's In-School Schedule form to US
- Schedule a regular weekly time for more in-depth conferences with your CT
- Observe your cooperating teacher(s) classroom(s) with a focus on classroom management, learning students' names and any students with identified needs, becoming familiar with curriculum and your teacher's academic policies and practices (e.g., how is late work handled, how is homework collected, what is the routine to start the day or period, how are assignments returned, etc.)
- Conference with your CT and US (your US may ask you to prepare a Professional Development Plan in advance of this conference)

- If elementary, begin to focus on your teacher's instruction in your TPA content area (your supervisor will determine whether that is literacy or mathematics)
- If secondary, identify a course/preparation that will be your focal course/prep for the Teacher Performance Assessment (TPA)
- Co-plan with your teacher, especially in the subject/preparation for your TPA and you may assume responsibility for teaching 2-3 lessons in this subject/preparation
- Work with students throughout the day (individual and small group, in all subject areas and courses), e.g., providing additional instructional support in those subjects/preparations your CT has primary responsibility for at this point in the semester
- Attend all meetings and join your CT in completing all other non-classroom teaching responsibilities
- Distribute/collect video permission forms for the TPA
- Identify video-recording resources available to use during the TPA
- Start Context for Learning template form for TPA

### ***During week 3 and 4***

- Continue co-planning and conferring daily and weekly with your CT
- Begin taking on more classroom teaching responsibilities, especially in your focal subject area/course preparation for the TPA
- Gain familiarity with instructional technology available in your classroom/school, e.g., document camera, interactive whiteboard, tablets, projection systems, etc.
- Continue working with and getting to know your students as learners, especially instructional strategies that are effective with students who have identified needs and features of school climate or school climate/community improvement goals as they relate to your students
- Talk with your CT about how s/he sets up and maintains student records, including attendance, electronic grade book, etc.
- Attend all meetings and join your CT in completing all other non-classroom teaching responsibilities, and you may begin to take over some non-classroom responsibilities
- Practice video-recording a lesson
- Complete Context for Learning template form for TPA
- Confer with your CT about possible focus of instruction for your TPA learning segment and your ideas for instructional activities and assessments for your TPA
- Complete Task 1 (Planning) of the TPA
- Other responsibilities as deemed appropriate

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

- Continue co-planning and conferring daily and weekly with your CT
- Teach and video record your TPA learning segment (3-5 lessons in your focal subject/course)
- Complete Task 2 (Instruction) for the TPA
- Continue working with and getting to know your students as learners and supporting your CT actively in all instructional activities
- Attend all meetings and join your CT in completing all other non-classroom teaching responsibilities, and you may begin to take over some non-classroom responsibilities
- Other responsibilities as deemed appropriate

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

- Once you have completed your TPA learning segment, begin adding more teaching responsibilities as you build to your solo teaching experience.
- Continue conferring daily and weekly with your CT
- Complete Task 3 (Assessment) for the TPA
- Other responsibilities as deemed appropriate

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

- Complete Mid-Assignment Assessment and Growth Plan around weeks 8-10.
- During weeks 7 through 16 you will complete your 4-6 week soloing experience (may vary depending on arrangements made with CT and US)
- When not soloing, you and your CT will work out your specific responsibilities, e.g., a plan for co-teaching in some subjects/preparations
- Continue conferring daily and weekly with your CT
- Complete and submit all TPA tasks by week 15
- Observe other teachers as appropriate and other responsibilities as deemed appropriate

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

- During the final two weeks, you and your cooperating teacher(s) will determine appropriate teaching responsibilities. This may involve a continuation of responsibilities already assumed or a gradual release of responsibilities as your CT steps back in
- If you have not already done so, you may wish to schedule a time for an administrator to observe your teaching, as this can be important for recommendations and reference checks
- Observe other teachers as appropriate and other responsibilities as deemed appropriate
- Final conference with University Supervisor and CT and US complete Student Teaching Assessment Form
- Complete final evaluations (Final Evaluation of ST by CT and US, Evaluations of CT by US and ST, and Evaluation of US by CT and ST); On-line final evaluations links are sent out the first Monday in December for fall student teachers and the first Monday in May for spring students
- All required paperwork is submitted by you, your supervisor, and/or your CT to the Office of Student Services
- Return all borrowed books/instructional materials to your CT/school
- Say farewell to k-12 students and thank all building colleagues and administrators for their support during student teaching

## **SUPERVISION AND EVALUATION in STUDENT TEACHING**

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

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

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/Student Teaching. In cases of disagreement, the Director of Field Experiences/Student Teaching will work with all parties to resolve disagreements; ultimately, though, the Director of Field Experiences/Student Teaching 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 (a Level 3 is the criteria for satisfying a standard)
- Receive a recommendation of PASS from your supervisor and cooperating teacher

### ***Performance-Based Standards for Colorado Teachers and 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 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 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 your performance. You will **satisfy** 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

You and your cooperating teacher will develop a mechanism to make regular notations of specific dates when your CT observes you 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 your 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.). You and your cooperating teacher should ensure you are being intentional in noting both high- and low-frequency teaching practices. At the initial triad conference, the US ensures the CT and ST understands the form's purpose and have identified a mechanism to note observations when standards are met.

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. The US has primary responsibility for ensuring the Student Teaching Standards Verification Form is systematically and accurately completed.

### ***Initial Visit and Conference***

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

- Get acquainted and share contact information/schedules (if not already done prior)
- 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 contract and/or 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")
- 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., 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

We encourage the professional triad (cooperating teacher, student teacher, and university supervisor) to work together to create a manageable Professional Development Plan (PDP) for student teaching. This plan includes targeted areas for professional growth, and a timeline for accomplishing those goals. Implementation of the plan should be initiated by you, and facilitated by your cooperating teacher and university supervisor.

### ***Observation Visits by the University Supervisor***

Your university supervisor will make at least five observation visits to your school during the student teaching semester. Your supervisor is an advocate and liaison between the university, you, and your cooperating teacher. 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.

### ***Teacher Performance Assessment (TPA)***

During your student teaching semester you must complete the national Teacher Performance Assessment (TPA). This assignment is included in the student teaching seminar, EDUC 4513 Education and Practice; when completed, it counts for 50% of your seminar grade.

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

The TPA comprises four tasks: (1) Planning Instruction and Assessment, (2) Instructing and Engaging Students in Learning, (3) Assessing Student Learning, and (4) Analyzing Teaching. The TPA Handbook provides extended guidelines for completing each task as well as rubrics for evaluating evidence provided in the TPA.

The video footage you record and then edit as part of the TPA may only be used for the TPA and guided reflection activities in your student teaching seminar. You may not post these on ANY public sites (e.g., Facebook, YouTube, etc.) or use them for personal or professional use outside of completing the TPA and seminar participation (i.e., you may not share with friends and family or potential employers in an interview). You will be asked to sign a permission form that permits appropriately trained scorers to view and evaluate your work and to allow CU Boulder program faculty to review your work.

You must complete the TPA in order to pass EDUC 4513. Full credit for completion involves (1) uploading thorough and complete TPA tasks and artifacts to the Pearson Platform and (2) submitting a properly-formatted DVD to the Office of Student Services (room 151).

In spring 2012, CU is participating in the national field test of the TPA. Your TPA will be scored externally by nationally-calibrated scorers. Scores will be available in mid-late July 2012 and will be forwarded to you via your coloardo.edu email account. In addition, you will receive narrative feedback on your TPA tasks at the end of the semester.

While your US and CT may support you in certain aspects of the TPA, because this is a summative assessment of *your* work, there are some limitations to their support. CT's and US may assist you with the logistics of video permissions and recording in the classroom. Your US may assist you in understanding the general structure and guidelines for TPA tasks and the formatting requirements for uploading your work to the Pearson Platform and submitting a DVD to the School of Education. Both the CT and US may explain the general design of curriculum materials or instructional and assessment strategies, but *you* will make selections and/or adaptations based on perceptions of your students' strengths and needs and on the content to be taught. Your US may review documents and ask probing or clarifying questions that encourage you to deepen your analysis of and upon reflection on the artifacts, commentary prompts, and to communicate these analyses and reflections more clearly. *You* must complete the writing and thinking independently, and without expecting extensive editing support. Your US may help you analyze the rubric language and/or commentary prompts to understand the task demands; however, the US may not provide a tentative score on any rubric. Your US an CT may observe when you are teaching a learning segment, but they should not engage with you in a clinical debriefing of that observation. Your reflections on instruction must represent your thinking and analysis.

The table below summarizes forms of support available to you as you complete the TPA.

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			✓	✓
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			✓	✓

Strategies to Support Student Teachers Complete the TPA (continued)	Who provides?			
	CU	Peers	CT	US
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	✓			

### **Mid-Assignment Assessment and 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.

- **When:** It occurs around weeks 7-9, and may be scheduled on the same day as the supervisor's third observation. The US facilitates the conference among the CT(s), US, and ST.
- **Before:** Prior to the conference, the CT(s) and ST separately review the Student Teaching Standards Verification Form, reflecting on the student teacher's performance to date and determine a rating for each standard (scale = 1 to 5 or not observed). and possible specific actions steps that might be included in a growth plan to ensure a standard is satisfied by the end of student teaching. Both the CT and ST bring their respective notes to the conference.
- **During:** The US facilitates a discussion of the following
  - **General discussion about what's going well**
  - **Specific discussion about Student Teaching Standards Verification Form:** 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.
  - **Verify no major concerns:** At the Mid-Assignment the US or CT verify they have no serious concerns that the candidate. A serious concern is defined as failing to make adequate progress in *any* area of teaching practice and/or potential to not satisfy *any* standard by the end of the student teaching.
- **After:** The US will polish official notes recorded during the conference and make copies for the CT and ST and Office of Student Services. If major concerns are raised during the conference and/or if



the ST has mostly ratings of 1's or not observed, the US will involve the Director of Field Experiences/Student Teaching and together they will generate a plan of action to respond to the concerns raised.

### ***Final Evaluations of Student Teaching***

The US will hold a final conference with the ST 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 US submits this completed form to the Office of Student Services.

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

In the Student Teaching Final Assessment Form, the US and CT both verify that you recommend this student teacher to pass student teaching.

### **Paperwork and DVD Submission**

The tables below illustrate who is responsible for final submission of required forms and a DVD of for student teaching.

Student Teacher	University Supervisor	Cooperating Teacher
<b>Required Forms (Note: forms in <b>bold</b> are maintained in the student teacher's official file)</b>		
<b>Student Teaching Contract</b>  Student Teaching In-School Schedule Form (give to US)  <b>DVD of Teacher Performance Assessment (TPA)</b>  <b>DVD of Teacher Work Sample Assessment (if in music and completing TWS)</b> --Often the US will gather and submit the DVD with other paperwork  ST Evaluation of CT (online)  ST Evaluation of US (online)	<b>Verify Student Teaching Contract information</b> (submit if any changes have been made)  <b>Observation Forms (5)</b>  <b>Student Teaching Standards Verification Form</b>  <b>ST Final Assessment</b>  <b>TPA Narrative Feedback</b>  <b>TWS Verification Form (if in music and completing TWS)</b>  US Evaluation of CT (online)	<b>ST Final Assessment</b>  CT Evaluation of US (online)

Student Teacher	University Supervisor	Cooperating Teacher
<b>Recommended Forms</b>		
Student Teacher Profile  Getting Ready for Semester  Professional Development Plan (copies to US and CT)  Weekly Student Teaching Activity Plan  Unit Organizer		Cooperating Teacher Profile  Supervision of Student Teacher Log (if you seek Recertification Credit--note you maintain this in your own records and submit to CDE directly when you are eligible for renewal of a license)

### **Recommendation for Initial Colorado Licensure**

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

- Receive a passing grade in EDUC 4691, 4712, 4722, or 4732
- Receive a "B" or higher in EDUC 4513 Education and Practice or MUSC 4193
- Pass the state-required licensure exam in your content area
- Complete all required content background courses as specified on your Course Checklist
- Complete all required teacher education courses
- Complete CU Boulder's Basic Skills requirement
- Complete a bachelor's degree from an accredited university

Your cooperating teacher and university supervisor make recommendations to the Director of Field Experiences/Student Teaching regarding whether you have earned a passing grade in EDUC 4691, 4701,

4712, 4722, or 4732. Your supervisor is responsible for your grade in EDUC 4513 and MUSC 4193. The Associate Dean for Teacher Education makes the final decision on whether to recommend for licensure.

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

### ***Removal from Student Teaching and/or Dismissal from the Program***

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

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

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

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

As with all academic decisions, the student has the right to appeal. See the Teacher Education Student Handbook for information on the appeals process.

## **TROUBLESHOOTING and COMMUNICATION**

The teachers to whom you are assigned are experienced, and most have worked with student teachers before. You are the novice in the situation. Although you may have excellent ideas of your own, you should avoid being presumptuous and playing the role of the expert. You might present your ideas to your cooperating teacher, get feedback, and ask to try them out. Also, value suggestions given by both the cooperating teacher(s) and university supervisor; try them out and give yourself sufficient time in such attempts. Trust your cooperating teacher(s) and supervisor. Their primary job is to help you become the

best teacher you can be during the time they are with you. They want you to succeed. Your role as a student teacher is not to change the school. You are in the school to learn from experienced professionals. If you become aware of certain undesirable practices, remember them as things to avoid when you have been given a contract to teach.

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

- Speak up when an issue is important to you.
- Take time out to think about the problem and to clarify your position.
- Use “I” messages.
- Try to appreciate the fact that people are different.
- Recognize that each person is responsible for his or her own behavior.
- Try to avoid speaking through a third party (although, if first-person attempts are unsuccessful or impossible, your university supervisor may help you negotiate conflict).
- Don’t strike while the iron is hot.
- Don’t use “below the belt” tactics.
- Make *specific* requests for change or action.
- Do not participate in abstract arguments that go nowhere.
- Never tell another person what she or he thinks or feels or SHOULD think or feel.
- Don’t expect change to come about from hit-and-run confrontations. Constant, clear communication is necessary.

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

## PROFESSIONAL LIABILITY

Although student teachers are not yet certified, they are legally sanctioned for the responsibilities and requirements of student teaching. The relevant provision of state law is C.R. S. Section 22-62-105 (2). Under this act each student teacher in a Colorado school is covered by professional liability insurance by the district in which they are assigned. However, there are potential advantages to student teachers who enroll in the professional liability policies offered through professional education associations to student teachers. For example, the Colorado Education Association offers student memberships: While benefits to students do not typically entitle them to legal representation, though they often do entitle them to legal advice, and they usually provide liability insurance. If the student teacher chooses to become a student member of the CEA, it is his/her responsibility to bear the cost of membership and understand the specific benefits of membership. Student teachers are encouraged to contact the local, state, or national office of either the National Education Association or the American Federation of Teachers for additional and current information.

## FORMS FOR STUDENT TEACHING

Forms associated with student teaching are available on the School of Education's web site (<http://www.colorado.edu/education/students/studentteach/stteach.html>). As indicated below, some forms are required; others are available as options. An explanation of each form, who completes it, when it should be used, and what to do with each is given below.

**S** — to be completed by the Student Teacher

**C** — to be completed by the Cooperating Teacher

**U** — to be completed by the University Supervisor

### *Required Forms (presented in order of use)*

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

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

#### **Student Teaching Observation Protocols** (U)

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

This form is required for the university supervisor to record observation notes when observing the student teacher, and may be used by the cooperating teacher, if desired. A **guide** has also been included to assist you in understanding and completing this form. This form should serve as a basis for post-observation consultation with the student teacher. University supervisors submit all observation forms for the student teacher's permanent file. If a student teacher is not successful, the cooperating teacher should turn in all observation records and other supporting data with his/her final evaluation.

#### **Quality Urban Classroom Observation Protocol, version 2.0** (U)

The QUC is an alternate program-approved observation protocol that focuses on student and teacher actions/interactions as well as classroom climate. Supervisors who have completed a QUC training session may use this observation tool for student teaching observations. During the training session, supervisors learn how to access observation protocol forms. This form should serve as a basis for post-observation consultation with the student teacher. University supervisors submit all observation forms for the student teacher's permanent file.

#### **Student Teaching Standards Verification Form** (U--with input from C and S)

This form is a place to record progress toward and eventual verification of satisfying Performance-Based Standards for Colorado Teachers. The US is responsible for maintaining the official copy of the Student Teaching Standards Verification Form. At the Mid-Assignment Assessment/Growth Plan Conference, the supervisor, cooperating teacher, and student teacher collaboratively document progress toward satisfying standards and set growth plan goals; following the Mid-Assignment conference, the supervisor makes copies for the CT, ST, and one for the student teacher's file. At the Final Conference, the supervisor and student teacher ensure all standards have been satisfied, and then the supervisor submits a completed form to the Office of Student Services. This form is retained in the student teacher's permanent file.

**Teacher Work Sample Proficiency Verification Form** (U--only for selected music education student teachers)

The verification form is completed by the university supervisor and cooperating teacher to show that the student has successfully completed each of the Teacher Work Sample elements. Only used if supervising music education student teachers who are doing a Teacher Work Sample, not a TPA as a performance assessment.

**Student Teaching Final Assessment** (U, C)

This form is a narrative review of the student teacher's overall performance and an assessment of his/her potential for success. The narrative should address the standards printed at the top of the form, which correspond to Performance-Based Standards for Colorado Teachers and have been assessed throughout the student teaching experience. Both the cooperating teacher and the university supervisor must complete a Final Assessment. This should be done separately. The original final evaluation form needs original signatures and should be sent to the Office of Student Services, one copy should be given to the student teacher. The cooperating teacher should use the university's final evaluation form or their school's/district's letterhead.

The final evaluation becomes part of the student teacher's permanent placement file and is very important to prospective employers. State regulations require that this form be signed by the cooperating teacher and the student teacher, and a copy given to the student teacher. The student teacher's signature does not imply that he/she concurs with the evaluation, but it does indicate the student teacher's having read and received a copy of the evaluation. The final evaluation form is to be forwarded to the Office of Student Services (either by mail, or by giving it to your university supervisor) at the end of the student teaching assignment. Stipends to cooperating teachers are not paid until final evaluations are received.

**Student Teacher Evaluation of University Supervisor** (S)

A link for the on-line assessment form for the student teacher to evaluate the performance of the university supervisor will be sent by email near the end of the semester. Completed assessments are compiled and reviewed by the Director of Field Experiences/Student Teaching.

**Student Teacher Evaluation of Cooperating Teacher** (S)

A link for the on-line assessment form for the student teacher to evaluate the performance of the cooperating teacher will be sent by email near the end of the semester. Completed assessments are compiled and reviewed by the Director of Field Experiences/Student Teaching.

**Cooperating Teacher Evaluation of University Supervisor** (C)

A link for the on-line assessment form for the cooperating teacher to evaluate the performance of the university supervisor will be sent by email near the end of the semester. Completed assessments are compiled and reviewed by the Director of Field Experiences/Student Teaching.

**University Supervisor Evaluation of Cooperating Teacher** (U)

A link for the on-line assessment form for the university supervisor to evaluate the performance of the cooperating teacher will be sent by email near the end of the semester. Completed assessments are compiled and reviewed by the Director of Field Experiences/Student Teaching.

### ***Optional Forms (presented in alphabetical order)***

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

#### **Cooperating Teacher Profile** (C)

This form provides you a way to share some personal information about yourself with your student teacher.

**Getting Ready for the Semester** (S) provides you with useful checklists on which you can record district and school policies, staff information, grading and student behavior expectations, and information about parents and the community. The checklists include important questions you will need to address with your cooperating teacher the first week or so of school. They also help you think through policies and assist, in a **proactive** way.

#### **Professional Development Plan** (S, with input from U and C)

The Professional Development Plan assists the student teacher, cooperating teacher, and supervisor to shape a reasonable timeline for your gradual assumption of teaching responsibilities and to set dates for solo teaching. The PDP also includes suggested emphases and appropriate responsibilities for each week of your student teaching semester.

#### **Student Teacher Profile** (S)

This form provides you a way to share some personal information about yourself with your cooperating teacher.

#### **Supervision of Student Teacher Log** (C)

The cooperating teacher should log one-on-one contact hours with the student teacher. These hours may be used for up to 6 hours of renewal credit. The cooperating teacher is responsible for completing this log and submitting required paperwork for licensure renewal.

#### **Teacher Work Sample Outline and Rubric** (S--selected music only)

Provides detailed information about preparing your work sample. Only used by selected music education student teachers.

#### **Unit Organizer** (S)

Sample unit outline that may be helpful in planning units of instruction

#### **Weekly Student Teaching Activity Plan** (S, C)

This form, if used, is completed each week by the student teacher in consultation with the cooperating teacher and shared the university supervisor.