



**PROFESSIONAL PRACTICE
IN STUDENT TEACHING**

A Resource for Student Teachers

Table of Contents

TO THE STUDENT TEACHER.....	1
EXPECTATIONS AND REQUIREMENTS	1
Attend all student teacher meetings, including seminars.....	2
Be on time, all the time.....	2
Dress appropriately.....	2
Know your school's discipline and attendance policies.	2
Attend school meetings.....	2
Take care of your paperwork.	2
Apply good principles of instruction.....	3
Typical Schedule During Student Teaching.....	3
Appropriate Expectations and Activities for Student Teachers	3
<i>Routine Tasks</i>	3
<i>Planning</i>	3
<i>Assessment</i>	3
<i>Substitute Teaching</i>	4
<i>Video Analysis</i>	4
<i>Regular Conferences and Time with Your Cooperating Teacher</i>	4
<i>Visits or Work with Other Teachers</i>	4
<i>Demonstration of Professional Growth</i>	4
MAKING A SMOOTH TRANSITION	5
Adapting to the School Culture.....	5
ASSUMING CLASSROOM RESPONSIBILITIES	5
A Professional Development Plan	5
<i>During weeks 1 and 2</i>	6
<i>During week 3</i>	6
<i>During weeks 4 through 7</i>	6
<i>During weeks 8 through 16</i>	6
Preparing for Instruction: Questions to Ponder	6
Classroom Management.....	7
TROUBLESHOOTING & COMMUNICATION	8
Reflection for Professional Growth.....	9
SUPERVISION AND EVALUATION	10
Visits by the University Supervisor	10
REQUIRED FORMS FOR STUDENT TEACHING	11
<u>Student Teacher's In-School Schedule</u> (C, S).....	11
<u>Mid-Assignment Student Teaching Assessment</u> (U, C, S)	12
<u>Mid-Assignment Student Teacher Growth Plan</u> (U, C, S)	12
<u>Student Teaching Final Assessment</u> (U, C)	12
Student Teacher Assessment of University Supervisor (S)	13
Student Teacher Evaluation of Cooperating Teacher (S)	13
OPTIONAL FORMS	13

Student Teaching Observation Record (U)	13
(Form A (.pdf) (.doc), Form B (.pdf) (.doc), Form C (.pdf) (.doc)).....	13
<u>How Do You See Me? (S)</u>	13
GETTING READY FOR THE SEMESTER	13
Assisting You in Your Transition to Teacher	13
Appendix A Cooperating Teacher Profile	15
Appendix A Student Teacher Profile	16
Appendix B Student Teacher Professional Development Plan	17
Appendix D CDE Performance-Based Standards	19

TO THE STUDENT TEACHER

As a student, you have years of experience assimilating information provided in a classroom setting. Your new role as a teacher places the responsibility on you to create a classroom environment that is exciting, challenging and fun. 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, you should consider student teaching as a course in which you have two instructors: your cooperating teacher and your university supervisor. You should approach every day as an opportunity to learn and grow as a professional educator. This handbook addresses some of the many issues you will face, and questions you must ask as you begin the metamorphosis into teacher.

While we include sections on expectations, instruction, assessment, adapting to school cultures, classroom management, and communication, we also realize no handbook can address every situation a person might encounter in student teaching. Don't hesitate to ask for help and clarification when unexpected situations arise.

EXPECTATIONS AND REQUIREMENTS

You must follow the daily schedule of the cooperating teacher to whom you are assigned. As a student teacher, you must adhere to the same school hours which apply to all teachers in the school. As a student teacher, you may not schedule vacation days during your student teaching assignment.

Attending university classes, work schedules, appointments, day care, vacations, 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** teachers in the school, not on the most convenient schedule for you. 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.

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.

Your cooperating teacher will request that you participate in the entire range of teacher responsibilities: lesson planning, teaching small groups as well as the total class, grading students' work, helping students with make-up work, discipline, lunchroom duties, etc.

Specifically, you are required to:

Attend all student teacher meetings, including seminars.

This includes the mandatory student teaching kick-off meeting at the beginning of the semester and weekly student teaching seminars.

In addition to student teaching, you have registered for *Education & Practice*, a two-credit, co-requisite course during your student teaching semester. While student teaching is a pass/fail course, *Education & Practice* is a graded class. You will be expected to attend regularly scheduled seminars with your university supervisor (along with other student teachers with whom your supervisor works).

Seminars provide you with opportunities to reflect on your experiences, and to learn from peers in a non-threatening, collegial setting. This seminar will also assist you in the development of your [teacher work sample](#) and reflective journal, as well as verifying successful completion of the Performance-Based Standards for Colorado Teachers (Appendix D). 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.

Be on time, all the time.

Never be absent from your assignment without good reason and without notifying the cooperating teacher(s), the appropriate school office, and the university supervisor. You must be ready to give your cooperating teacher written lesson plans if you are absent.

Dress appropriately.

Observe carefully how teachers in the building dress, and then dress at least as well; it may not hurt to dress up a bit more than what you see. A professional appearance does make a difference in how students react to you as a teacher, and it may make a difference in your relations with the staff.

Know your school's discipline and attendance policies.

Speak to the appropriate school administrator about this. Ask for a teacher handbook and a student handbook, if they are available. You should know what you can and cannot do when management problems occur in your classes.

Attend school meetings.

Attend all faculty meetings (both departmental and school-wide), parent-teacher conferences, and other school-wide functions requiring teacher attendance.

Take care of your paperwork.

Provide the cooperating teacher with all required university paperwork, and provide the university supervisor with completed reports when they are due. Also, before your last day of

student teaching, return any materials and books you have used or student records you have produced.

Apply good principles of instruction.

Although we acknowledge how busy and often overwhelmed you will be, the object of student teaching is more than mere survival. You should practice solid instructional methods and develop a style which is comfortable for you and beneficial to students' learning.

Think about the best practices you learned in your methods classes and try them out under your cooperating teacher's direction. Seek other resources (other teachers, your supervisor) for new ideas and teaching techniques. Ask questions and seek collaboration.

Typical Schedule During Student Teaching

During student teaching, a typical school day will include:

- teaching
- consulting and planning with cooperating teacher(s)
- working with individual students
- observing
- planning and grading papers
- additional hours as needed to get the job done

Appropriate Expectations and Activities for Student Teachers

Routine Tasks

You are expected to participate in all the daily tasks faced by professional teachers. You should observe, grade papers, teach both small and large groups, help students, monitor halls, supervise lunch room, help students in completing overdue work, operate typical office and audio-visual equipment and computers, and learn the organizational structure of the school.

Planning

In addition to teaching, you must do the planning for each of the classes or lessons you teach. Your instructional preparation should be done in writing, and should be reviewed by your cooperating teacher before the actual class.

You must follow the established curriculum. This does not mean that you should be prevented from trying a variety of teaching techniques while teaching in an established program. At the same time, we suggest that your cooperating teacher reviews your lesson plans carefully. "Winging it" is not acceptable. We also require that you create, plan and teach **at least one** three-to five-week unit. This long-term planning will require support, feedback, and resources from both your cooperating teacher and your university supervisor.

Assessment

You should also become familiar with classroom assessment of student progress. Ask your cooperating teacher to spend some time discussing the types of assessments he/she 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.

Substitute Teaching

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

Video Analysis

Although it can be scary at first, you will benefit from video recording of your teaching, since video allows you to capture instruction and engage in self-analysis. If there is another student teacher in your building, a first video project might involve your filming each other and discussing what you see, using a peer coaching format. You might ask your cooperating teacher or university supervisor to become involved in shooting one of your lessons. You could then analyze the video together.

Regular Conferences and Time with Your Cooperating Teacher

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. Use the [Source of Evidence](#) document to guide your discussions. You should also schedule lengthier conferences with your cooperating teacher after observations (or at least once a week) that promote reflection and professional growth.

Visits or Work with Other Teachers

You need 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.

Demonstration of Professional Growth

At the outset, your concerns are fairly concrete: classroom management, routines, getting to know students, understanding the curriculum, etc. As you make progress in these areas, your issues will become more sophisticated: using a variety of teaching methods, looking at the effects lessons have on your students, accommodating diverse learners, implementing long-term planning, etc.

Please don't expect perfection in every area, even by the end of the semester. We have found that student teachers improve the most when they work on one improvement area at a time. You might want to prioritize suggestions, holding yourself responsible first for one improvement area, then another.

MAKING A SMOOTH TRANSITION

Adapting to the School Culture

'Culture' is the expression of the ways people operate within the school or the district, the beliefs and ideologies they share, the assumptions that guide their behavior, and the norms that create standards. 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.
- Be prompt, courteous, and dependable to both students and school staff.
- 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.
- 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
- 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.
- Determine copying and materials use policies; don't "give" work to secretaries or aides without asking if this is acceptable.
- If you show staff and students respect and courtesy, they should respond in kind.
- Learn and follow the calendar of the school.
- Find out where and when to eat, make phone calls, and perform other personal business.
- Never permit students to discuss other teachers in their absence. Be ethical in your discussions about the students and the school.

ASSUMING CLASSROOM RESPONSIBILITIES

A Professional Development Plan

We encourage the professional triad (cooperating teacher, student teacher, and university supervisor) to work together to create a manageable Professional Development Plan (PDP) (Appendix B) 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. The triad will also determine timelines for the assumption of your classroom responsibilities.

During weeks 1 and 2

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

During week 3

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

During weeks 4 through 7

- Add more classes or lessons

During weeks 8 through 16

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

Preparing for Instruction: Questions to Ponder

- Do you know your students by name? Practice names until you know all students on a first name basis. Ask your cooperating teacher how he/she does this.
- Are you being reasonable in your expectations of students? Make these expectations clear to them.
- *Do you know what your 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 major objective(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 you 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 you can move from one activity to another without disrupting student learning? Have you prepared contingency plans in case things don't go as planned?

- *Have you 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 an examination. Assessment gives you valuable information to help with instructional decisions.
- *Will the lesson provide a smooth transition* to other lessons within the same general subject?
- Did you provide some means of *acquiring written and oral responses* from students?
- *Are you 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.
- *Are you animated in the classroom?* Move around. Talk to and look at each student.
- Have you 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.

Classroom Management

Positive behavior (discipline) tends to result from interesting and relevant academic tasks and solid instruction

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 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 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 is 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 which 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!

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 management. It also provides a useful format for notes about key people in your school.

TROUBLESHOOTING & COMMUNICATION

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 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 & Row, 1985.)

Reflection for Professional Growth

These questions are important for all teachers to think about, and are particularly useful for student teachers. If you continue to reflect upon these ---in your journal and elsewhere ---you should be prepared to approach the profession with the openness and ability to grow and develop.

- What image do I want to project? What image do I project? Is it what I want it to be?
- What appearance or actions will project that image?
- What do I want my students to do? To be able to do? To know?
- Do I seriously listen to the students, prior to responding myself?
- What resources (both material and human) are available to help me?
- What are my strengths (and weaknesses)?
- What alternative approaches could be used in dealing with this situation (topic, unit, ...)?
- In what ways can I make the students responsible for the desired outcomes of this class?
- Problem solving sequence (applies to academic, school, personal, and all other type problems):
 - a. What is the problem (be specific and precise)?
 - b. What options or alternatives are available for solving the problem?
 - c. Which alternative(s) is (are) the "best"?
 - d. Try it.
 - e. Did I get a solution?
 - f. Was the solution reasonable, desirable, and acceptable? (If not go back to "c.")
 - g. Did other problems arise in the process of solution?
- How can I make my expectations reasonable yet challenging? Have I seriously considered the situation from the student's view?
- 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?
- Do I let the students have enough time to respond?
- Are my questions complete, precise, and understood?
- What can I do to facilitate communication between myself, the cooperating teacher, and the university supervisor?

- What is expected of me by the cooperating teacher? The university supervisor? Myself?
- Where do I go and who do I see to get answers to questions I have during student teaching?
- 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 insure that my student teaching experience will make me as marketable as possible in the job market?

SUPERVISION AND EVALUATION

Visits by the University Supervisor

A university supervisor is required to make at least five visits to your schools 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.

Student teaching is a learning experience; growth and improvement are important criteria in the evaluation process. The evaluation of your performance as a student teacher will be based on your abilities to help young people learn and to be interested in learning. You must be willing and able to use a variety of teaching techniques, although mastery of such techniques is not expected. If you are willing to devote time and energy to thinking, reading and planning, you will have greater success in your student teaching experience. Use the Source of Evidence document to guide and self-evaluate your progress.

Evaluation of Student Teaching

Your cooperating teacher and university supervisor will provide you with periodic oral and written evaluations. A formal mid-assignment assessment and a formal mid-assignment growth plan are collaborative efforts between you, your cooperating teacher and your university supervisor, and are required for each student teaching assignment. These are placed in your file in the Office of Student Services. A final written evaluation is also required for each student teaching assignment. A final evaluation will be completed individually by the cooperating teacher and university supervisor and will be sent to your placement credentials file in Career Services. You should receive a copy of all written observation reports, growth plans, assessments, and final evaluations. (Please remind your cooperating teacher (CT) that he/she should use the university's final evaluation form or letterhead from the CT's school/district. The CT will not receive a stipend until the final evaluation is submitted to the Office of Student Services. Usually the university supervisor will collect the final evaluation.)

Your student teaching performance is very important. In the long run, you can have a profound effect—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, hiring officials 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.

For these reasons, your role as a student teacher should be taken very seriously. If something (personal or otherwise) gets in the way of doing your best, you should consider ways to minimize its interference. You owe it to yourself, and to your students, to do your absolute best in student teaching. Maintain an open, inquisitive mind and ask questions!

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

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

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

Forms associated with student teaching are available 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. Because of state regulations, cooperating teacher(s) and university supervisors are requested to use the prepared forms rather than personally designed forms.

REQUIRED FORMS FOR STUDENT TEACHING

- S – to be completed by the Student Teacher
- C – to be completed by the Cooperating Teacher
- U – to be completed by the University Supervisor

The following forms must be completed:

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

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

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

This form should be completed independently by the cooperating teacher (s), the university supervisor and the student teacher. The university supervisor compiles the assessments made by the cooperating teacher(s) and the student teacher, then reviews the results with the student teacher in consultation with the cooperating teacher(s). Once completed collaboratively by the university supervisor, cooperating teacher and the student teacher, the assessment form should be signed by all concerned and the original should be sent to the Office of Student Services, and copies should be made and distributed by the university supervisor to both the cooperating teacher and the student teacher.

This should be used mid-way through each student teaching assignment. This means that if the student has two assignments, each cooperating teacher will need to complete a mid-assignment assessment. This form gives the student teacher a formal sense of how he/she is doing, in time to act on concerns before the end of the assignment.

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

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

Student Teaching Final Assessment (U, C)

This form is a narrative review of the student teacher's overall performance and an assessment of his/her potential for success. The narrative should address the nine standards printed at the top of the form which are consistent with CDE Standards and have been assessed throughout the student teaching experience. The CDE Standards in Appendix D may provide ideas of topics to address in the narrative. Both the cooperating teacher 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 you and by the student teacher, and a copy given to the student teacher. The student teacher's signature does not imply that he/she concurs with the evaluation, but it does indicate the student teacher's having read and received a copy of the evaluation. 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 Assessment 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. This on-line assessment should be completed near the end of the student teaching assignment. Completed assessments are compiled and reviewed by the Director of Field Experiences.

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. This on-line assessment should be completed near the end of the student teaching assignment. Completed assessments are compiled and reviewed by the Director of Field Experiences.

OPTIONAL FORMS

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

Student Teaching Observation Record (U)

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

This form is required for the university supervisor to record observation notes when observing the student teacher, and may be used by the cooperating teacher, if desired. At the end of the observation session, copies should be distributed as described above. This form should serve as a basis for post-observation consultation with the student teacher. If a student teacher is not successful, the cooperating teacher should turn in all observation records and other supporting data with his/her final evaluation.

How Do You See Me? (S)

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

GETTING READY FOR THE SEMESTER

Assisting You in Your Transition to Teacher

[*Getting Ready for the Semester*](#) will provide 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, your own classroom management.

Appendix A will provide you with a way to share some information between yourself and your cooperating teacher.

The Professional Development Plan (PDP) in *Appendix B* will also assist you, your cooperating teacher, and your supervisor in shaping a reasonable timeline for your gradual assumption of teaching responsibilities. The PDP also includes suggested emphases and appropriate responsibilities for each week of your student teaching semester.

The Colorado Department of Education website provides you with an outline of the [Performance-Based Standards for Colorado Teachers](#).

Enjoy your semester, and don't hesitate to call us if you have questions or concerns which cannot be addressed by your cooperating teacher or supervisor.

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.

Appendix A
(to be given to student teacher)

Cooperating Teacher Profile

Cooperating Teacher Name _____

Address _____ **Phone** _____

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

Educational background

Professional experience

Other important background information

Personal interests

Expectations of student teacher

Appendix A
(to be given to cooperating teacher)

Student Teacher Profile

Student Teacher Name _____

Address _____ **Phone** _____

In case of emergency notify

Educational background

Work experience

Experience with youth

Other background information

Personal interests

Plans for student teaching (what I hope to accomplish)

Appendix B

Student Teacher Professional Development Plan

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

PLAN FOR SEMESTER TEACHING RESPONSIBILITIES

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

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

Notes:

Appendix B

Student Teacher Professional Development Plan

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

PLAN FOR SEMESTER TEACHING RESPONSIBILITIES

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

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

Notes:

Colorado Department of Education
Performance-Based Standards for Colorado Teachers
Adopted by the Colorado State Board of Education, 1/13/2000

The following shall serve as standards for the licensing of all teacher education candidates in Colorado and reflect the knowledge and skills required of beginning teachers.

Those standards that will be assessed during the student teaching semester are followed by "Sources of Evidence" descriptions.

Standard One: Knowledge of Literacy

The teacher shall be knowledgeable about student literacy development in reading, writing, speaking, viewing, and listening.

The teacher has demonstrated the ability to:

1.1 Plan and organize reading instruction based on ongoing assessment.

Source of Evidence

- a) **Elementary:** Teacher candidate submits written lesson plans to the university supervisor for lessons taught and observed during student teaching. For Standard 1.1, plans are evaluated for use of ongoing assessment data as a basis for planning and organizing reading instruction.
- b) **Secondary:** Teacher candidate submits written lesson plans to the university supervisor for lessons taught and observed during student teaching. For Standard 1.1, plans are evaluated for incorporation of literacy instruction based on specific needs within content area.

1.2 Develop phonological and linguistic skills related to reading, including the use of cueing systems.

Source of Evidence

- a) **Elementary:** Teacher candidate submits written lesson plans to the university supervisor for lessons taught and observed during student teaching. For Standard 1.2, plans are evaluated for use of the development of phonological and linguistic skills as they relate to reading instruction.
- b) **Secondary:** Teacher candidate submits written lesson plans to the university supervisor for lessons taught and observed during student teaching. For Standard 1.2, plans are evaluated for incorporation of cueing systems based on specific needs within content area.

1.3 Develop reading comprehension and promotion of independent reading including:

- Comprehension strategies for a variety of genre.
- Literary response and analysis.
- Content area literacy.
- Student independent reading.

- 1.4 Support reading through oral and written language development including:
- Development of oral English proficiency in students.
 - Development of sound writing practices in students including language usage, punctuation, capitalization, sentence structure, and spelling.
 - The relationships among reading, writing, and oral language.
 - Vocabulary development.
 - The structure of standards English.
- 1.5 Utilize Colorado Model Content Standards in Reading and Writing for the improvement of instruction.

DETAILED STANDARDS

THE STRUCTURE AND CONTENT OF READING INSTRUCTION (Elementary) (a)

1.1.a Beginning *elementary teachers* know how to plan and organize literacy instruction based on on-going assessment. (HB 96-1139)

In order to meet this standard, teachers will:

- Conduct on-going assessments of reading/writing development;
- Develop a body of evidence;
- Use assessments to plan, organize and manage reading/writing instruction;
- know resources, including children's literature, professional published instructional materials, and library resources and technology;
- create an effective literacy environment, including time and space management.

1.2.a Beginning *elementary teachers* know the linguistic processes related to reading.
(Standard 1, HB 96-1139)

In order to meet this standard, teachers will understand:

- The role of phonological processes and print awareness, including:
 1. phonemic awareness;
 2. word identification strategies, including systematic, explicit phonics
 3. concept of print, e.g., voice print match, directionality
 4. letter recognition
 5. sound symbol correspondence
- The use of cueing systems, including:
 1. visual system (Graphophonics)
 2. syntax system (structure of English language)
 3. semantics (meaning)

1.3.a1 Beginning *elementary teachers* know how to develop reading comprehension.
(Standard 1, 4, and 6; HB 96-1139)

In order to meet this standard, teachers will:

- Understand comprehension strategies;
- Know how to design instruction for the comprehension of a variety of genre;
- Understand how to teach literary response and analysis.
- Understand content areas literacy;
- Apply thinking skills to reading and writing.

1.3.a2 Beginning *elementary teachers* know how to promote student independent reading.

(Standard 4, 5, and 6; HB 96-1139) In order to meet this standard, teachers will:

- Know and use children's literature as a record of student experience;
- Know and use strategies for motivating individual reading;
- Use reading to accomplish a variety of tasks, including reading for pleasure, reading for information, and reading to solve problems.

1.4.a Beginning *elementary teachers* know how to support reading and writing by building relationships among reading, writing and oral language.

(Standard 1, 2 and 3; HB 96-1139)

In order to meet this standard, teachers will understand:

- Relationships among reading, writing and oral language;
- Vocabulary development;
- Fluency;
- Nature of oral and written language development

**THE STRUCTURE AND CONTENT OF READING INSTRUCTION (Secondary)
(b)**

1.1.b Beginning *secondary teachers* know how to plan and organize literacy instruction based on content needs. (HB 96-1139)

In order to meet this standard, teachers will:

- Match student to appropriate text;
- Know resources that support content learning, including young adult literature, professional published instructional materials, and library resources and technology;
- Create an effective literacy environment, including time and space management.

1.2.b Beginning *secondary teachers* know the use of cueing systems. (Standard 3, H.B. 96-1139)

In order to meet this standard, teachers will understand:

- Meaning (Semantics);
- Visual systems (Graphophonic);
- Structure of the English language (Syntax).

1.3.b1 Beginning *secondary teachers* know how to develop reading comprehension. (Standard 1, 4, 5, and 6; HB 96-1139)

In order to meet this standard, teachers will:

- Understand comprehension strategies;
- Understand comprehension of specific materials and text;
- Apply thinking skills to reading and writing.

1.3.b2 Beginning *secondary teachers* promote student independent reading. (Standard 1, 4, 5, and 6; HB 96-1139)

In order to meet this standard, teachers will:

- Know and use a variety of text to gather information;
- Strategies for motivating individual reading.

1.3.b3 Beginning *secondary teachers* use reading to accomplish a variety of tasks, including reading for pleasure, reading for information, and reading to solve problems.

1.4.b Beginning *secondary teachers* support reading and writing through relationships among reading, writing and oral language. (Standard 7; HB 96-1139)

In order to meet this standard, teachers will understand:

- Vocabulary development;
- Fluency;
- Nature of oral and written language development

THE STRUCTURE AND CONTENT OF WRITING INSTRUCTION (c)**1.1.c Beginning *teachers* are able to plan and organize writing instruction based on on-going assessments.** (Standard 2, H.B. 96-1139)

In order to meet this standard, teachers will:

- Conduct on-going assessments of writing proficiency;
- Develop a body of evidence;
- Use writing assessments to plan, organize, and manage writing instruction;
- Know resources, including literature and other text, professional published instructional materials, and library resources and technology;
- Create an effective writing environment, including time and space management.

1.4.c1 Beginning *teachers* are able to develop instruction that enables students to write a variety of purposes, for different audiences, and in multiple genres.
(Standard 2, HB 96-1139)

In order to meet this standard, teachers will design instruction in which students:

- Plan, draft, revise, and edit written communications;
- Use rhetorical devices, including figurative language and symbolism, and precise vocabulary to convey meaning.

1.4.c2 Beginning *teachers* are able to develop student's knowledge of conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.
(Standard 3, HB 96-1139)

In order to meet this standard, teachers will:

- Understand the role of phonological processes and print awareness;
- Know spelling strategies that connect to their content area;
- Understand the structure and grammar of the English language;
- Incorporate word processing or other appropriate technology.

1.4.c3 Beginning *teachers* are able to support writing through relationships among reading, writing, and oral language. (Standard 2, HB 96-1136)

In order to meet this standard, teachers will understand:

- Relationships among reading, writing, and oral language;
- Vocabulary development;
- Fluency in writing;
- Nature of oral and written language development.

1.4.c4 Beginning *teachers* are able to develop writing proficiency.
(Standard 2, HB 96-1139)

In order to meet this standard, teachers will understand:

- Ideas and content in writing;
- Sentence fluency;
- Word choice;
- Voice appropriate to writing in their content areas.

Standard Two: Knowledge of Mathematics

The teacher shall be knowledgeable about mathematics and mathematics instruction.

The teacher has demonstrated the ability to:

- 2.1 Develop in students an understanding and use of mathematics and mathematics instruction.

Source of Evidence

- a) **Elementary and Secondary Mathematics**: Teacher candidate submits written lesson plans to the university supervisor for mathematics lessons taught and observed during student teaching. For Standard 2.1, plans are evaluated for the design and utilization of appropriate mathematics instruction.
- b) **Elementary and Secondary Mathematics**: The university supervisor completes standardized observation forms during observations of student teaching. Teaching performance is evaluated for use of appropriate mathematics instruction.
- c) **Secondary (not Mathematics)**: Teacher candidate submits written lesson plans to the university supervisor for the appropriate integration of mathematics and mathematical reasoning into the teacher's content area. For Standard 2.1, plans are evaluated for the appropriate incorporation of mathematics in the design of instruction.
- d) **Secondary (not Mathematics)**: The university supervisor completes standardized observation forms during observations of student teaching. Teaching performance is evaluated for appropriate integration of mathematics and mathematical reasoning as a basis for instructional decision-making.

- 2.2 Utilize Colorado Model Content Standards in Mathematics for the improvement of instruction.

Source of Evidence

- a) **Elementary and Secondary Mathematics**: Teacher candidate submits written lesson plans to the university supervisor for mathematics lessons taught and observed during student teaching. For Standard 2.2, plans are evaluated for the utilization of Colorado Model Content Standards in Mathematics for the design of instruction.
- b) **Elementary and Secondary Mathematics**: The university supervisor completes standardized observation forms during observations of student teaching. Teaching performance is evaluated for use of Colorado Model Content Standards in Mathematics as a basis for instructional decision-making.
- c) **Secondary (not Mathematics)**: Teacher candidate submits written lesson plans to the university supervisor for the appropriate integration of mathematics and mathematical reasoning into the teacher's content area. For Standard 2.2, plans are evaluated for the appropriate incorporation of mathematics in the design of instruction.
- d) **Secondary (not Mathematics)**: The university supervisor completes standardized observation forms during observations of student teaching. Teaching performance is evaluated for appropriate integration of mathematics and mathematical reasoning as a basis for instructional decision-making.

**Guidelines and Examples for the Implementation of
Performance-Based Standards for Colorado Teachers**

Standard Two: Knowledge of Mathematics

Just as all teachers must be literate in reading and writing, and possess the ability to support reading and writing skills among all students, teachers must also have facility with mathematics and be prepared to support students in different grade levels and in all content areas in mathematics.

In order to effectively teach to the Colorado Model Content Standards, teachers in the various endorsement areas need to be competent in mathematics. The depth and range of mathematics understanding, and the associated pedagogical skills, should be commensurate with the requirements of the teaching level and appropriate to the teacher's area(s) of endorsement.

All teachers need to:

1. Know well the mathematics they will be expected to teach.
2. Know how to integrate mathematics and mathematical reasoning appropriately into the teacher's content area(s).
3. Be able to perform appropriate mathematical computations mentally, on paper, and with a calculator. Use variables to represent unknown quantities and algebraic operations to determine the unknown quantities.
4. Be able to estimate mentally and quickly a correct answer to a problem that requires a single mathematical operation.
5. Have sufficient problem solving skills to try more than one strategy and/or utilize more than one tool (tables, charts, patterns, etc.) in solving a new problem.
6. Understand and recognize how statistics are used and abused. Be able to read and construct various statistical values for a given set of data; including understanding representational (random sampling) data.
7. Understand and apply mathematical reasoning, e.g., understanding patterns, relationships, logical sequences, how to reason with evidence, including chance and probability.
8. Understand all of the mathematical implications listed in standard element 2.1 and know about the way of thinking and reasoning they imply.

Standard Three: Knowledge of *Standards and Assessment*

The teacher shall be knowledgeable about strategies, planning practices and assessment techniques to ensure student learning in standards-based curriculum.

The teacher has demonstrated the ability to:

3.1 Design short and long range standards-based instructional plans.

Source of Evidence
Teacher candidate submits written unit and lesson plans to the university supervisor to correspond with lessons taught and observed during student teaching. These plans are evaluated for knowledge and use of appropriate Colorado Model Content Standards to guide instruction.

3.2 Develop valid and reliable assessment tools for the classroom.

Source of Evidence
Teacher candidates develop assessment tools for an instructional unit during student teaching. For Standard 3.2, assessment tools are evaluated for reliability and validity by the university supervisor.

3.3 Develop and utilize a variety of informal and formal assessments, including rubrics.

Source of Evidence
Teacher candidates develop formal and informal assessment tools, and accompanying rubrics, for an instructional unit during student teaching. For Standard 3.2, assessment tools are evaluated for appropriateness in assessing student learning in standards-based curriculum.

3.4 Assess, compare and contrast the effects of various teaching strategies on individual student performance relative to content standards.

Source of Evidence
Teacher candidates will compare and contrast the effects of various teaching strategies for an instructional unit during student teaching. For Standard 3.4 individual student performance relative to content standards will be assessed.

3.5 Use assessment data as a basis for standards-based instruction.

Source of Evidence
<p>a) Teacher candidate submits written lesson plans to the university supervisor for lessons taught and observed during student teaching. Plans are evaluated for use of assessment data as a basis for planning decisions about instruction.</p> <p>b) The university supervisor completes standardized observation forms during observations of student teaching. Teaching performance is evaluated for use of assessment data as a basis for instructional decision-making.</p>

3.6 Provide effective verbal and written feedback that shape improvement in student performance on contents standards.

Source of Evidence

- a) **The university supervisor completes standardized observation forms during observations of student teaching. Teaching performance is evaluated for use of oral feedback to improve student performance on content standards.**
- b) **Teacher candidate provides written feedback on student work. During a post-observation conference, the university supervisor evaluates this feedback for evidence that it is designed to help students improve performance on content standards.**

3.7. Prepare students for the Colorado Student Assessment Program (CSAP), Third Grade Literacy Assessment, and other assessments of educational achievement.

Source of Evidence

The teacher candidate submits written lesson plans to the university supervisor for lessons taught and observed during student teaching. These plans are evaluated for the integration of the Colorado Model Content Standards designed to prepare students for assessments of educational achievement.

3.8 Ensure that instruction is consistent with school district priorities and goals, the Colorado Model Content Standards, and the 1999 Colorado Accreditation Program.

Source of Evidence

The university supervisor completes standardized observation forms, designed in accord with the Colorado Model Content Standards, during observations of student teaching. Teaching performance is evaluated for consistency with school district priorities and goals and the Colorado Model Content Standards.

Standard Four: Knowledge of *Content*

The *elementary teacher* is knowledgeable, in addition to literacy and mathematics in the following content areas: civics, economics, geography, history, science, music, visual arts, and physical education.

Middle school and *secondary content teachers* shall be knowledgeable in literacy and mathematics and expert in their content endorsement area(s).

The teacher has demonstrated the ability to:**4.1 Utilize content knowledge to ensure student learning.**

Source of Evidence

- a) **Teacher candidate submits written lesson plans to the university supervisor for lessons observed during student teaching. For Standard 4.1, plans are evaluated for incorporation of appropriate content knowledge and development of tools for assessing student learning.**
- b) **The university supervisor completes standardized observation forms during observations of student teaching. For Standard 4.1, teaching performance is evaluated for demonstration of ability to utilize appropriate content knowledge.**
- c) **Teacher candidate submits the assessment tools and samples of student work. Assessment results are evaluated for evidence of student learning of content.**

4.2 Enhance content instruction through a thorough understanding of all Colorado model content standards.

Source of Evidence

- a) **Teacher candidate submits written lesson plans to the university supervisor for lessons observed during student teaching. For Standard 4.2, plans are evaluated for incorporation of appropriate Colorado Model Content Standards.**
- b) **The university supervisor completes standardized observation forms during observations of student teaching. For Standard 4.2, teaching performance is evaluated for demonstration of ability to utilize appropriate Colorado Model Content Standards to guide instruction.**

4.3 Apply expert content knowledge to enrich and extend student learning.

Source of Evidence

- a) **Teacher candidate submits written lesson plans to the university supervisor for lessons observed during student teaching. For Standard 4.3, plans are evaluated for incorporation of content knowledge to enrich and extend student learning.**
- b) **The university supervisor completes standardized observation forms during observations of student teaching. For Standard 4.3, teaching performance is evaluated for demonstration of ability to utilize content knowledge to enrich and extend student learning.**

4.4 Integrate literacy and mathematics into content area instruction.

Source of Evidence

- a) **Teacher candidate submits written lesson plans to the university supervisor for lessons observed during student teaching. For Standard 4.4, plans are evaluated for the integration of literacy and mathematics into content area instruction.**

b) The university supervisor completes standardized observation forms during observations of student teaching. For Standard 4.4, teaching performance is evaluated for demonstration of ability to integrate literacy and mathematics into content area instruction.

Standard Five: Knowledge of *Classroom and Instructional Management*

The teacher is knowledgeable about classroom practice in order to successfully manage time, communications, and record keeping procedures that will support and enhance student learning.

The teacher has demonstrated the ability to:

5.1 Create a learning environment characterized by acceptable student behavior, efficient use of time, and disciplined acquisition of knowledge, skills, and understanding.

Source of Evidence

The university supervisor completes standardized observation forms during observations of student teaching. For Standard 5.1, teaching performance is evaluated for demonstration of ability to create a learning environment characterized by acceptable student behavior, efficient use of time, and disciplined acquisition of knowledge, skills, and understanding.

5.2 Apply sound disciplinary practices in the classroom.

Source of Evidence

The university supervisor completes standardized observation forms during observations of student teaching. For Standard 5.2, teaching performance is evaluated for demonstration of ability to apply sound disciplinary practices.

5.3 Apply appropriate intervention strategies and practices to ensure a successful learning environment.

Source of Evidence

The university supervisor completes standardized observation forms during observations of student teaching. For Standard 5.3, teaching performance is evaluated for demonstration of ability to apply appropriate intervention strategies and practices to ensure a successful learning environment.

5.4 Raise the academic performance level of a group of students, over time, to a higher level.

Source of Evidence

Teacher candidate creates a pre- and post-assessment for an instructional unit during student teaching, administers assessments to a group of students at the beginning and end of the unit, and determines changes in each student's academic performance over time. Teacher candidate submits the assessments, samples of student work, and a summary of changes in student performance to the university supervisor. Assessment results are evaluated for evidence of increased student academic performance.

Appendix D

CDE Performance-Based Standards

5.5 Understand the cognitive processes associated with various kinds of learning (e.g. critical and creative thinking, problem structuring and problem solving, invention, memorization and recall) and ensure attention to these learning processes so that students can master content standards.

Source of Evidence

Teacher candidate submits evidence to the university supervisor that multiple kinds of learning were used in the classroom setting and how these strategies impact the learning processes of the student to master the content standards.

5.6 Work in cooperation with library media and other resource specialists in providing student instruction on how to access, retrieve, analyze, synthesize and evaluate information, and integrate these information literacy skills into the curriculum to accomplish standards-based learning activities.

Source of Evidence

Teacher candidate submits evidence to the university supervisor that through collaboration with library media and other resources specialists information literacy skills have been integrated into the curriculum to accomplish standards-based learning activities.

5.7 Accurately document and report ongoing student achievement.

Source of Evidence

During student teaching, teacher candidate creates a record-keeping system for recording information from ongoing formal and informal assessments. This system and information contained therein are evaluated for accurate documentation and reporting of ongoing student achievement.

5.8 Communicate with parents and guardians effectively in order to involve them as participants and partners in student learning.

Source of Evidence

During student teaching, teacher candidate creates a system for communicating information to parents and guardians. This system is evaluated for its effectiveness in involving parents and guardians as participants and partners in student learning.

5.9 Communicate a variety of assessment results, and their implications to students, parents, guardians, professionals, administrators, and the community.

Source of Evidence

During student teaching, teacher candidate creates a system for communicating ongoing assessments of student achievement. This system is evaluated for its ability to effectively communicate results and implications of assessments with students, parents, guardians, professionals, administrators, and the community.

Standard Six- Knowledge of *Individualization of Instruction*

The teacher is responsive to the needs and experiences children bring to the classroom, including those based on culture, community, ethnicity, economics, linguistics, and innate learning abilities. The teacher is knowledgeable about learning exceptionalities and conditions that affect the rate and extent of student learning, and is able to adapt instruction for all learners.

The teacher has demonstrated the ability to:

6.1 Employ a wide range of teaching techniques to match the intellectual, emotional, and social level of each student, and choose alternative teaching strategies and materials to achieve different curricular purposes.

Source of Evidence

- a) Teacher candidate submits written lesson plans to the university supervisor for lessons taught and observed during student teaching. Plans are evaluated for the incorporation of a wide range of teaching techniques to match the intellectual, emotional, and social level of each student, and alternative teaching strategies and materials designed to achieve different curricular purposes.
- b) The university supervisor completes standardized observation forms during observations of student teaching. Teaching performance is evaluated for the ability to employ a wide range of teaching techniques to match the intellectual, emotional, and social level of each student and to choose alternative teaching strategies and materials to achieve different curricular purposes.

6.2 Design and/or modify standards-based instruction in response to diagnosed student needs, including the needs of exceptional learners and English language learners.

Source of Evidence

- a) Teacher candidate submits written lesson plans to the university supervisor for lessons taught and observed during student teaching. Plans are evaluated for the use of Colorado Model Content Standards to design instruction in response to diagnosed student needs, including needs of exceptional learners and English language learners.
- b) The university supervisor completes standardized observation forms during observations of student teaching. Teaching performance is evaluated for the ability to conduct standards-based instruction in response to diagnosed student needs, including needs of exceptional learners and English language learners.

6.3 Utilize his/her understanding of educational disabilities and giftedness and their effects on student learning in order to individualize instruction for these students.

Source of Evidence

- a) Teacher candidate submits written lesson plans to the university supervisor for lessons taught and observed during student teaching. Plans are evaluated for individualization of instruction to address the learning needs of students with educational disabilities and giftedness.
- b) The university supervisor completes standardized observation forms during observations of student teaching. Teaching performance is evaluated for the ability to individualize instruction to address the learning needs of students with educational disabilities and giftedness.

Appendix D

CDE Performance-Based Standards

6.4 Teach students within the scope of a teacher's legal responsibilities and students' educational rights, and follow procedures as specified in state, federal and local statutes.

Source of Evidence

The university supervisor completes standardized observation forms during observation of student teaching. Teaching performance is evaluated for the teacher candidate's attention to the teacher's legal responsibilities and the student's educational rights.

6.5 Develop and apply individualized education plans.

6.6 Collect data on individual student achievement and be accountable for each child's learning.

Source of Evidence

During the work sample unit, the teacher candidate will collect data on individual student achievement and will adjust and modify instruction according to individual student's needs.

6.7 Use specific knowledge of student medications and their possible effects on students learning and behavior.

Standard Seven: Knowledge of *Technology*

The teacher is skilled in technology and is knowledgeable about using technology to support instruction and enhance student learning.

The teacher has demonstrated the ability to:

7.1 Apply technology to the delivery of standards-based instruction.

Source of Evidence

The university supervisor completes standardized observation forms during observations of student teaching. Teaching performance is evaluated for the application of technology to deliver standards-based instruction.

7.2 Use technology to increase student achievement.

7.3 Utilize technology to manage and communicate information.

Source of Evidence

During student teaching, teacher candidate creates a system for managing and communicating information. This system is evaluated for the appropriate use of technology in the service of information management and dissemination.

7.4 Apply technology to data-driven assessments of learning.

Source of Evidence

During the work sample unit, the teacher candidate will apply technology to data-driven assessments of learning.

7.5 Instruct students in basic technology skills.

Standard Eight: *Democracy, Educational Governance and Careers in Teaching*

The teacher recognizes the school's role in teaching and perpetuating our democratic system. The teacher knows the relationships among the various governmental entities that create laws, rules, regulations, and policies that determine educational practices.

The teacher has demonstrated the ability to:

8.1 Model and articulate the democratic ideal to students, including:

- The school's role in developing productive citizens.
- The school's role in teaching and perpetuating the principles of a democratic republic.

8.2 Develop, on the part of the students, positive behavior and respect for [the] rights of others, and those moral standards necessary for personal, family and community well-being.

Source of Evidence

The university supervisor completes standardized observation forms during observations of student teaching. In conjunction with Standard 5.1, teaching performance is evaluated for demonstration of ability to create a learning environment that fosters positive student behavior, respect for the rights of others, and the well being of the individual, family, and community.

8.3 Understand and respond to influences on educational practice including:

- Federal and state constitutional provisions.
- Federal executive, legislative and legal influences.
- State roles of the governor, legislature and State Board of Education.
- Local school districts, boards of education and boards of cooperative educational services.
- Non-traditional and non-public schools, including: charter schools, religious schools and home schooling.
- Public sector input from business, advocacy groups, and the public.

8.4 Promote teaching as a worthy career and describe various career paths in education, including local, state, national, and international options, higher education, public and private education.

8.5 Evaluate his/her own performance and access the professional development options necessary to improve that performance.

Source of Evidence

During student teaching, the teacher candidate completes a standard mid-assessment form and growth plan. These documents are reviewed for evidence that the teacher can accurately evaluate his/her own performance and access the professional development options necessary to improve that performance.

PROFESSIONALISM**STANDARD**

School professionals are enthusiastic, responsible, committed life-long learners who are dedicated to being a part of the total educational community. Reflective practitioners demonstrate integrity and respect for all stakeholders in the educational process, value each student as an individual and honor multiple perspectives.

Knowledge: The school professional:

- ◆ recognizes the importance of daily preparation and demonstrates skills and competency in organizing and efficiently managing the classroom environment.
- ◆ understands and demonstrates skills and competency in “best practices” of content and pedagogy.
- ◆ recognizes his/her role in the total educational community and demonstrates skills and competencies in participating effectively as an active member of that community.
- ◆ understands and demonstrates skills and competency in reflective practices.

Performance: The school professional:

- ◆ exhibits practices that indicates a level of preparedness that keeps the classroom environment operating efficiently including taking care of school and classroom business, having materials available and ready for each activity and returning student work in a timely fashion.
- ◆ exhibits responsible and ethical behaviors including effectively communicating with students, colleagues, administration, support faculty, community resources and parents.
- ◆ takes initiative beyond the expectations and assigned roles and responsibilities.
- ◆ collaborates with all stakeholders at appropriate levels for program development, dissemination of information, problem solving and opening channels of communication.
- ◆ continually monitors own professional development recognizing the value in being coached and receiving feedback, continuing to seek and develop collegial relationships, and remaining current with content and pedagogy.
- ◆ respects each student as an individual.
- ◆ models appropriate teaching behaviors.
- ◆ focuses on teaching the “whole” child.
- ◆ recognizes that teaching is more than content and goes beyond the classroom experience.
- ◆ can be trusted with confidences and understands the importance of maintaining confidentiality within the limits of the law and district policies.

Professional Disposition: The school professional:

- ◆ values collaboration and is a team player who recognizes the importance of being a part of the total educational community.
- ◆ understands the importance of being a life-long learner.
- ◆ is committed to the teaching profession, to his/her students and to all children.
- ◆ is a caring practitioner who sustains passion and enthusiasm for his/her role in teaching and learning.

Colorado State Board of Education
Performance-Based Assessment Requirements for
Teacher Preparation Programs

All initial teacher preparation programs in Colorado are to be standards-based programs, based on the Performance-Based Standards for Colorado Teachers.

Teacher Candidate Assessment

In order to assess proficiency in the standards and standard elements, teacher candidates will be expected to demonstrate those proficiencies in field settings. Other indicators may also be appropriate, particularly where the standard calls for knowledge rather than skills. Multiple indicators may also provide evidence to reinforce demonstrated competencies. A major component of any assessment system must be an integrated, structured performance model similar to Western Oregon's Teacher Work Sample. Such a model shall be centered on clear evidence of gains in student academic performance levels, consider carefully the context of instruction, contain a strong assessment component, address the required performance-based standards, and include an opportunity for reflection and critical examination of the performance activity.

Assessment plans must be designed to assess proficiency in each of the standards and standard elements included in the Performance-Based Standards for Colorado Teachers using the following scoring guide:

Level 1 Basic. The teacher candidate is introduced to the standard/standard element and demonstrates a basic level of knowledge and understanding. The teacher candidate has not yet had the opportunity to apply the standard/standard element in a college classroom or field setting.

Level 2 Developing. The teacher candidate demonstrates an increasing knowledge and understanding of the standard/standard element. The teacher candidate is able to begin demonstrating, with assistance, the standard/standard element in a field setting or college classroom, and to evaluate, with assistance, the success of the teaching performance.

Level 3 Proficient. 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 well-prepared first year teachers.

Level 4 Advanced. The teacher candidate demonstrates comprehensive knowledge and understanding of the standard/standard element; can consistently apply the standard/standard element in a field setting; can skillfully integrate it into an overall lesson; and critically evaluate student learning and teaching effectiveness in order to guide subsequent instruction.

The scoring guide shall be used to rate teacher candidates on their overall proficiency for each of the eight standards, as well as for each of the forty-five standard elements. A candidate ready for licensure shall be rated as Proficient or Advanced on all of the standards and standard elements.

All teacher preparation institutions shall maintain an Inventory of Standards Assessment for each teacher candidate. The inventory should be maintained in an electronic format. The inventory will indicate when and how each of the standard elements was demonstrated. A supervisor, cooperating teacher, mentor, or other designated person will "sign-off" on the proficiencies when they are demonstrated. All teacher preparation institutions shall designate an individual who will be held responsible for certifying that the teacher candidate has demonstrated proficiency of the eight standards and is recommended for licensure. Each teacher candidate must demonstrate content knowledge by passing the State Board adopted licensing assessment in the content area. Teacher candidates must pass the content assessment before beginning their final student teaching field experience. The content area examination shall be passed before a candidate is recommended for licensure.

Appendix D

CDE Performance-Based Standards

The responsibilities of a performance-based assessment system, particularly with the Teacher Work Sample methodology, are great. It is incumbent on any teacher preparation institution to provide extensive training for supervisors and cooperating teachers. The State Board of Education expects cooperating teachers in the P-12 schools to participate fully in the assessment of candidates and the recommendations for licensure.