

Obtaining a Student Teaching Placement – Spring 2009 (Jan-May)

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In partnership with the Office of Student Services (OSS), you will spend the next few months making arrangements for your student teaching semester. The placement process is collaborative, and combines guidance and sharing of professional expectations and parameters from us, well-informed choices from you, and the expressed preferences of public school teachers and administrators who agree to mentor you in your professional semester. We are beginning the process now so that we can ensure good placements for all of our student teachers.

Please read the following information carefully. It is designed to assist you during this process and will address many questions you may have. It includes a placement calendar, information on the placement process, questions frequently asked by prospective student teachers, eligibility requirements, a brief description of the student teaching semester, and application materials. *You are responsible for knowing and understanding the information in this placement guide. It is extremely important that you meet all deadlines. Failing to do so may reduce or eliminate your chance of student teaching during the upcoming semester.*

STUDENT TEACHING PLACEMENT CALENDAR

04 Sep 2008	Spring 2009 Student Teacher Application Meeting – Complete student teacher data form and return the form at end of meeting. Location: HUM 150, 7-9 p.m.
04 Sep 2008 – 29 Sep 2008	Students explore placement options and visit schools, utilize sources of information, conference with appropriate advisors, and prioritize three possible school choices. Students should start creating a professional resume.
15 Sep –01 Oct 2008	Student teacher checkouts with the Director of Advising (mandatory)
04 Sep – 29 Sep 2008	Completion of application materials (application due September 29, even if your checkout is on or after September 29).
29 Sep 2008	Student Teaching Application Materials due by 5 p.m.
29 Sep – 03 Oct 2008	Application materials are processed and printed. Preparation of contracts and materials for school mailings.
29 Sep – 03 Oct 2008	Director of Field Experiences reviews applications as necessary.
Oct – Dec 2008	Schools respond to placement requests by a) contacting students for interviews, b) confirming the placement (usually only if they know the student), or Status of requests is updated daily and will be posted on-line for students. If a placement is refused, we repeat the process by sending new letters to the next choice listed on the application. Check your contract status at http://www.colorado.edu/education/students/studentteach/contract.html School personnel are contacted for all unconfirmed student teaching placement requests to expedite placements.
18 Dec 2008	Student teacher checkout requirements must be completed
05 Jan 2009	First day of student teaching (may vary according to school/district, some districts may be earlier)
08 Jan 2009	MANDATORY meeting for all student teachers Please mark your calendars now! This meeting cannot be made up.
06 May 2009	End of student teaching unless otherwise determined by the school. (may vary according to school/district and contract start time)

Please become familiar with the student teaching calendar for important dates during the student teaching semester
<http://www.colorado.edu/education/students/studentteach/calendar.html>.

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Spring 2009 Student Teacher Checklist

- Attend application meeting on September 4, 7-9 p.m., HUM 150 and submit Student Teacher Data Form.
- Put mandatory Student Teacher Kick-off meeting on your calendar (January 8, 2009, 8 am to 5 pm).
- Research school choices and set up information interviews with school administrators (see page 21 for districts).
- Prepare resume and have your resume reviewed by career services and others.
- Schedule and attend student teacher checkout with Director of Advising, Jennifer O'Neill (Sep 15 to Oct 1).
- Prepare narrative questions for application:
 1. "Describe the factors which influenced your decision to pursue a career in teaching?"
 2. "What are your three goals for your student teaching experience? How will student teaching help you achieve these goals?"
- Pass the **PLACE** or **PRAXIS** licensure exam.
- Submit application (resume, narratives, mini-transcript) and school choices per instructions on page 9 to Jill.Perry@colorado.edu by **September 29, 2008** (even if your checkout on or after September 29, 2008).
- Check contract status website <http://www.colorado.edu/education/students/studentteach/contract.html> every few days.
- Sign student teaching contract and contact cooperating teacher to set-up planning sessions.
- Plan your professional wardrobe for the student teaching semester.
- Register for student teaching coursework – call numbers are on Student Teaching Eligibility Form.
All student teachers **except music** will register for EDUC 4513 plus one of the following:
 - EDUC 4691 (Elementary)
 - EDUC 4712 (English, Social Studies, Math, Latin, Japanese)
 - EDUC 4722 (Spanish, French, German, Italian)Music students will register for MUSC 4193 and EDUC 4732
- Complete all requirement on Student Teacher Eligibility Agreement by December 18, 2008 or you won't student teach.
- Attend mandatory kick-off meeting – January 8, 2009, 8 am to 5 pm. There are no make-up meetings.
- Begin and end student teaching on your contract dates.
- Attend weekly seminars with University Supervisor.
- Attend teacher fairs, see student teacher calendar for dates.
- Complete on-line assessments of your university supervisor(s) and cooperating teacher(s).

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The student teaching experience is the capstone of our teacher education program, a time when our students truly discover and shape challenging new identities as beginning teachers. Student teaching involves extended teaching in a school within the school districts that partner with CU Boulder in the appropriate subject and level, as though you were a full-time teacher in that school for the semester. Student teaching is done at the grade level and teaching field in which you are to be licensed.

ELIGIBILITY

To be eligible to begin student teaching you must have:

- successfully completed ALL required academic and education courses prior to student teaching, including successful completion of the practicum experiences
- demonstrated appropriate professional attitudes and behaviors (dispositions) expected in school settings
- maintained an overall 2.75 GPA in your teaching field, and in education courses (3.00 for Master's Plus students)
- completed the teaching field methods course
- confirmed a student teaching assignment
- completed the Basic Skills requirement
- passed either the PLACE or PRAXIS licensure exam

All students who plan to student teach must have their files reviewed and their eligibility approved by the Director of Advising.

- Students must sign up in Education 151 for an appointment.
- At their checkout appointment, students will sign and will be given a copy of a Student Teaching Eligibility Agreement.
- Students will not be allowed to register for student teaching if they are unable to complete the requirements on the Student Teacher Eligibility Agreement before student teaching deadline (see calendar on page 2).
- Student Teaching applications will not be sent to schools unless the student has checked out with the Director of Advising, and has his or her signed Eligibility Agreement on file in the Office of Student Services—no exceptions will be made.
- All requirements on the Student Teaching Eligibility Agreement must be completed on or before the deadline on the Student Teaching Eligibility Agreement. Student teachers who have not met the requirements must postpone their student teaching until the requirements have been met.

You must also register for Student Teaching and for your student teaching seminar course. Failure to do so may result in late registration fees and delay of grades and/or licensure. Your **registration call numbers are located on the checkout sheet** you receive from the Director of Advising—be sure to keep this document!

Student teaching requires 12 hours of coursework for which you will need to pay tuition. If needed, complete a FAFSA form and contact the Office of Financial Aid.

Secondary modern language teacher candidate need to enroll in one of the following courses:

- High School Spanish Teaching/SPAN 4660
- High School German Teaching/GRMN 4460
- High School French & Italian Teaching/ FREN 4960 (French and Italian are one dept.)
- Japanese, Russian, and Latin /EDUC 4712 Secondary Student Teaching.

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BEFORE THE STUDENT TEACHING APPLICATION DEADLINE

Making Decisions and Exploring Options

We make most student teaching placements in the following districts:

*Adams 12 Five Star Schools**
Adams 14
*Adams District 50**
*Aurora Public Schools***
Boulder Valley School District
*Brighton School District**
*Cherry Creek School District***
Denver Public Schools

*Douglas County School District**
Englewood 1
Ft. Lupton – Weld County RE-8
*Littleton Public Schools**
Jefferson County School District
Mapleton (Adams 1)
St. Vrain Valley Schools

We do this because:

- we are familiar with their programs and teachers
- we have solid professional relationships with them
- they offer strong support programs for our students during student teaching in the form of classroom management workshops for student teachers.

Student teaching is such an important period in your professional development, and we encourage you to make thoughtful selections and seek our assistance. You might want to visit several schools before you express your preferences. You may do this by calling the appropriate administrator and scheduling a visit. *During these visits, you should not ask teachers if they would serve as your cooperating teacher.*

All student teacher candidates should have their fingerprints on file with Colorado Department of Education prior to student teaching (completed upon entry to the licensure program).

Note: Aurora Public Schools, Douglas County and Jefferson County placements are at school sites where supervision by University Supervisors is available.

**This school district has a district coordinator and all student teaching placements are done through them.*

***This school district has a district coordinator and all student teaching placements are done through them. In addition, an additional district application is required.*

Finding Out about Teachers and Schools

The following sources of information should help you through the request process, and to focus on good school choices:

1) *Practicum experience*

With whom have you already worked? Who have you observed? If you are presently working in a school, who else might you observe?

2) *Other students*

Do students in your program (not necessarily even in your own subject field) know of any outstanding teachers who are licensed and eligible to be cooperating teachers?

3) *Clinical Professors*

Many of your instructors, the Clinical Professors visiting from local schools, have knowledge of schools and teachers in our partnership districts. They are always willing to give you ideas. Their office is in Education 130.

4) *Your content-area advisor:* Regular faculty members who serve as your advisors often work with teachers in your discipline. They may be able to make suggestions for possible placements.

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5) *School visits*

You may decide to visit several departments at several schools before you can make a decision. If you do this, please follow proper procedures:

First, call a building administrator and explain why you'd like to visit. She or he may refer you to a department member or may make the arrangements for you.

Once you've made an appointment, be sure to check in at the main office when you get to the school and introduce yourself before you meet with the teachers.

Finally, please do not ask teachers you visit if they would serve as your cooperating teacher. This puts teachers on the spot before they get a chance to review your paperwork and interview you.

6) *Exploring Specific Districts*

If there is a specific school/district that interests you, be sure to review their End of the Year Report, School Report Card and the School Improvement Plan (and/or Strategic Plan). These documents are accessible on the school's/district's web site. You want to be able to talk directly about how you would be a contributing member to the school's community by understanding their goals and initiatives.

You can go to the district office to review curricular materials ahead of time so that you are knowledgeable about that information.

You can attend any number of community meetings and events while you are research a student teaching site. Most schools/districts have this information posted on their web sites.

7) *Consult with the Director of Field Experiences*

Email: Kanesha.Baynard@colorado.edu to make an appointment.

Arranging an Interview Visit

In arranging an interview visit, the teacher candidate should:

- contact the building administrator and/or cooperating teacher (with approval of the building administrator) by telephone, make introductions, and determine a convenient date and time for the visit;
- be prompt for the interview;
- report first to the main office of the school;
- dress appropriately;
- prepare a list of questions.

Since the length of the visit is often limited, it is important that the teacher candidate be selective in determining what information is essential for advanced planning and what may be deferred until the beginning of the actual student teaching assignment. If time permits, it is recommended that the teacher candidate arrange to observe at least one of the cooperating teacher's classes or lessons on the day of the visit.

After the school visit, the teacher candidate should follow up with a hand-written thank you note sent by US mail.

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MAKING PLACEMENT CHOICES

Selecting by Teacher

Working with appropriate cooperating teachers is essential, since they influence your experience, both during and after student teaching. For example, we know that student teachers become more like their cooperating teachers as time goes by. Our goal is to place you with the best cooperating teachers possible.

You should not assume that, in order for you to have a successful experience, you need to find a cooperating teacher who reflects your own exact philosophy, teaching style, and personality. What is more important is your cooperating teacher's ability to facilitate your own professional growth.

Effective cooperating teachers

- a) demonstrate excellence as teachers,
- b) understand and implement the Colorado Model Content Standards and Performance-Based Standards for Colorado Teachers,
- c) have an ability to work well with other adults,
- d) possess good communication skills,
- e) demonstrate sensitivity to others' viewpoints,
- f) are willing to be collaborative, and
- g) are interested in mentoring student teachers.

Selecting by School

Many students focus on school programs to determine their choices. Examples of appealing choices for students include schools with

- a) interdisciplinary or teaming approaches,
- b) alternative education programs,
- c) strong grade levels/departments, or
- d) diverse populations of students.

In these cases, students prioritize their choices by school, and list "School Choice" (for elementary) or "Department Choice" (for secondary and K-12 music) on the application form. The school and/or department will then usually interview you and try to match you with an appropriate cooperating teacher. This procedure generally works out well, since you have a chance to visit classrooms and meet teachers before the placement is confirmed.

Regardless of which way you make your choices, the School of Education requires that the cooperating teacher to which you are assigned be licensed by the state of Colorado in the teaching field in which you will be student teaching. For example, if you request a teacher in language arts at a middle school, that teacher must hold a Colorado license as a language arts teacher. If you are working in a team, one of the teachers listed should hold a license in your area, and should be listed first on the confirmation contract returned by the school. In addition, the School of Education requires that your cooperating teacher has at least three years of teaching experience.

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How do I know if a school qualifies under AmeriCorps guidelines?

If you are interested in satisfying the guidelines for an AmeriCorps scholarship while you are student teaching, you must be placed in a “high need” school that meets one of the following criteria:

- Receives Title I funding
- Has a mobility rate greater than 40%
- Has 50% or more of the students on a free or reduced lunch program
- Currently has a low or unsatisfactory CSAP score
- Has a drop-out rate greater than 5% (secondary only)

If you are unsure whether the school you are considering qualifies as a “high need” school, please contact the AmeriCorps office www.colorado.edu/servicelearning or (303) 492-7718.

May I student teach in a district not listed on page 4?

No. We require you to select a student teaching site within the districts that partner with CU—Boulder. Aurora Public Schools, Douglas County and Jefferson County placements are at school sites where supervision by University Supervisors is available.

Are there any schools at which I may be restricted from doing my student teaching?

Yes, you will not be assigned to a cooperating teacher who is a relative or friend, to a school in which you were a student, or to a school in which you have a relative as a student or faculty member. Many school districts share this policy. In addition, some schools will indicate to us that they will be unable to accommodate student teachers.

May I student teach at a private or parochial school?

We do not treat private or parochial schools any differently than we would a public school: The school must be willing to let you solo for a minimum of six weeks; your cooperating teacher has to have been licensed by the state of Colorado in your content area for at least three years; and both the school and teacher must model the Performance Based Standards for Colorado Teachers, as well as the Colorado Model Content Standards.

We have had some challenges with private and parochial schools in the past with one or more of these criteria, so we would have to be certain the school would meet the criteria before we would allow you to sign a placement contract.

This is going to be a lot of work and time, and I can't hold another job. Do I receive a paycheck or stipend?

No, you cannot be paid for your student teaching experience.

I already have teaching experience—can that count toward my student teaching semester?

No, the student teaching semester cannot be waived or replaced by any previous teaching experience.

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THE APPLICATION PROCESS AND DOCUMENTS

Please examine the following statements carefully. If there are any of these statements you cannot confirm as true, you are obligated to inform us immediately. We assume all of the following to be true at the time of your application:

- | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| [1] You have never been convicted of a felony. | [4] You are prepared to travel to whatever location, day, and time your University Supervisor establishes for your <i>EDUC 4513</i> seminars. (Your input about this location may or may not be sought out.) |
| [2] We have your permission to release your name and contact information to prospective employers in school districts, should they contact us looking for potential applicants. | [5] We have your permission to release your transcripts to any schools requesting them as part of the student teaching application process. |
| [3] You are (or will be) registered properly and in a timely fashion for <i>EDUC 4513 Education & Practice</i> , and for your student teaching hours. | |

All student teaching applications must be submitted electronically in an email with one attachment. Please do not send your materials in separate emails or in multiple attachments. You should combine all of your materials into one Microsoft Word document, and send it as an attachment to jill.perry@colorado.edu.

Your application will not be considered complete without the following:

In the subject line of your email, please type “**Student Teaching Application Spring 2009 – Last Name, First Name**”

In the body of your email, give:

- a **list of school choices** (three for Elementary or Secondary, six for K-12 Music); please include the School Name, District and the cooperating teacher you are requesting. If you do not have a cooperating teacher preference, list department choice (for secondary) or school choice (for elementary).

Combine the following (in order) as one Microsoft Word attachment (file name “LastName_FirstName.doc”) to your email:

- a **resume**, which should include previous youth experience, special skills you bring to the classroom, and work history
- **two short narratives** which answer the questions
 - “Describe the factors which influenced your decision to pursue a career in teaching?”
 - “What are your three goals for your student teaching experience? How will student teaching help you achieve these goals?”
- a content area **mini-transcript with GPA** (not for elementary student teachers). See page 13 for detailed information and tips.

Note: Your application information will not be proofread or corrected by the Office of Student Services. We will submit your information to schools EXACTLY as you submit it to us, regardless of typographical or grammatical errors. You may submit your resume to Career Services for a free review. If you choose to use their services, please do this well in advance of the application deadline to allow time for them to provide feedback and for you to make changes to your resume.

PREPARE AN OUTSTANDING APPLICATION! THINK OF IT AS YOUR FIRST PROFESSIONAL TEACHING APPLICATION.

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Preparing a High Quality Student Teaching Application

To be considered for a tentative student teaching placement, every teacher candidate will submit an electronic application packet. This application provides information about the teacher candidate to various school community members (e.g. superintendents, principals, cooperating teachers, and other personnel). This application is a marketing tool for the teacher candidate.

A superintendent, personnel director, principal or teacher, who is deciding whether to accept the placement request will receive a first impression of the teacher candidate's potential by reviewing the application materials. It is to the teacher candidate's advantage to present the materials professionally. It is critical that the application be well-written, grammatically correct and free of spelling and typing errors. Proofreading is essential. A mistake can damage the teacher candidate's placement opportunity. The teacher candidate should seek others' help in proofing the application and the teacher candidate should allow ample time to complete the application.

Common Reasons for Rejected Applications

- Teacher candidates not responding to schools in a timely fashion
- Spelling errors
- Poor quality response
- Marginal grade point averages
- Late applications
- Many districts and schools have completed their student teaching assignments by December (spring student teaching) and April (fall student teaching), and contact the Director of Field Experiences with the message that they will not take any more student teachers for the next year
- Some districts and schools only permit their teachers to take one student teacher a year
- Some districts and schools take only a limited number of student teachers

THE SCHOOL LIST

Tell me more about my list of school choices.

This is a list of schools, in priority order, where you would like us to submit your student teaching application materials. This list includes the name of the school, the school's district, and either the grade level at which you would like to teach or the first and last names of specific teachers you would like to work with during your experience. This list indicates, in order, schools where you will accept at student teacher placement. **Your application will go to one school at a time.**

I don't have a particular teacher or a grade level in mind. (Alternatively: I know I want to teach within a certain school, but I can't make up my mind which one of four or five teachers I would like to work with.) What should I put on the list?

Many student teachers know they want to student teach at a particular school, but are open to letting the school decide what cooperating teacher will mentor them. If this is your situation, simply list "Department Choice" (for secondary or K-12 music) or "School Choice" (for elementary placements). You could also list a teacher name and school or department choice.

Why do I need three (or six) school choices?

We require multiple school choices because there is never a guarantee that your first-choice school will be available. If any one school says no to your request for any reason, we must be able to move down through your list in order to keep your application active, and to be able to send your materials without delay. Be prepared with additional choices, especially, Secondary English, Secondary Social Studies and Elementary candidates.

K-12 Music students must have six choices because they are required to fulfill two assignments in the student teaching semester. One set of three choices must be in an elementary setting, and the other set must be in a secondary setting.

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How about if I list one school with three different teachers or grade choices?

No. You must give us three different *schools*. If we allow you to simply list a number of teachers within one school, and that school says no, you will find yourself with no other options.

Will you inform me if a school says no?

If a school says no, we will simply send your materials out to the next school on your list. We assume that you have made thoughtful choices in constructing your school list, and that any school on your list would be satisfactory to you if they agree to host you as a student teacher. Check the contract status website for updates <http://www.colorado.edu/education/students/studentteach/contract.html>.

What if I go through all the schools on my list, and none of them agree to place me?

In this event, we will contact you and ask you to make more choices. Please understand, if we ask you for other choices, that this is a fairly common occurrence. This should not be taken as a personal affront to you, or as a failure on your (or our) part. Schools have many reasons they might say no, and sometimes those reasons may have nothing to do with you, your application, or our process.

Can't you find a school for me? After all, I already gave you three choices—my work should be done, shouldn't it?

Until you are confirmed in a placement, neither your work nor ours is finished. Part of the work you must do for yourself is locating placement schools for yourself. Only you can find out whether or not you think a given school is a good match for you.

In the same vein, asking us to “just put you anywhere” isn't an acceptable response, since that places the burden on us to find a school that you may or may not find satisfactory. Be sure to utilize the school list posted outside the room 151.

I've already made a guaranteed arrangement with a teacher. Why do I need to bother with other choices?

Because nothing is guaranteed until (a) you've signed a contract and (b) you are standing in front of your classroom. Teachers can (and sometimes do) run into reasons they must cancel an agreement they have previously made with you—transfers, illness or family emergency, or upper administration decisions that a school can't host any teachers are just a few of them.

We hope that your arrangements will hold up, and that the process will be quick and smooth for you. You do need to be prepared, though, in case something doesn't go the way you planned it.

School Example List

For the full semester assignment (listed in order of preference) or for a first half assignment only (K-12 Music)

Longmont High School	St Vrain	Jane Smith or Jack Jones
Niwot High School	St Vrain	Sue Sanders or Department Choice
Boulder High School	BVSD	Department Choice

For the second half assignment only (K-12 Music) (listed in order of preference)

Spangler Elementary School	St Vrain	John Doe or Lisa Evans
Aspen Creek K8	BVSD	Sam Carver or School Choice
Tarver Elementary School	Adams 12	School Choice

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THE RESUME

What should my resume look like?

The resume should be in a format appropriate for a job application. You can find many resources which explain this type of formatting, including the campus library and the Career Services office. For the sake of readability and reading time, your resume with detail should be no longer than two pages. Use Career Services website for resume samples: <http://careerservices.colorado.edu/>

Typically, you include your name, reliable contact information, employment history and references. It is a good idea to provide a local phone number because schools incur long distance charges for your out of state cell phone number. In addition to these items, we ask that you tailor your resume to include your youth experience and teaching background. We ask you to include up to five or six items of your travel history, since travel may indicate more breadth of experience outside the classroom.

By asking you to build your resume this way now, we hope to give you a sizable start on the resume you will need when you begin your educational job search in earnest.

Should I include my practicum experience with my other youth experience?

Absolutely--most schools will look for practicum experience, so be certain you include that. For some of you that may be the extent of your youth experience and you don't want to leave it out.

How many jobs or youth experiences should I list?

Since work history on a resume typically goes back five years (or three significant jobs), we recommend that you list at least that amount of work history, and the same amount of youth experience.

You will need to list the name of your employer, company or teacher, as well as the starting and ending dates of the job or youth experience. In addition, you will need to include a brief description of your job or youth experience duties.

Should I list any internships or extracurricular activities?

Some people list honor societies, coaching, fraternities or sororities and such on their resumes if they consider those experiences significant for an employer or administrator to know. Internships can be included, but might be better listed in work history or experience with your teaching age group.

Should the Travel Experience section include all of my travels?

We ask you to include a brief travel history because some school administrators see it as an indicator of contact with diverse settings, or as experience which may somehow enhance their students' time with you.

This should be done as a simple list of up to six places and dates. If you have more you'd like to include, you might choose to combine multiple trips to the same locale. For instance, instead of listing separate trips in different years to the same place or region, you might simply say something like "2001 - 2005, London, UK," or "Have traveled throughout the lower 48 states, 1995 - 2003."

If you must eliminate items, try to keep trips outside the United States on your list, unless the domestic travel was more educationally significant somehow.

THE NARRATIVES

Please answer the following questions on your application:

1. "Describe the factor which influenced your decision to pursue a career in teaching?" and
2. "What are your three goals for your student teaching experience? How will student teaching help you achieve those goals?"

How long should my two narrative answers be?

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Generally speaking, two to four solidly-written paragraphs will answer either of these questions, but there is no minimum or maximum.

You should be more concerned that you've answered the questions well, and that your answers are well-written. Your narratives in particular will be reviewed carefully by principals and teachers. Prospective administrators will be looking for well-written, carefully-proofread answers, not for a certain length. Several past requests have been turned down by teachers and administrators unwilling to consider student teachers who misspelled words or who submitted poorly-written narratives.

Please don't construct a list as your answer to either of these questions; we need you to demonstrate your writing skills by composing your narratives as complete, properly constructed sentences.

THE MINI-TRANSCRIPT

What is a "content area mini-transcript" (required for secondary and K-12 Music candidates)?

This document consists of no more than 20 courses, and lists: course number, course title, date of completion, and number of credit hours. In addition, the mini-transcript must also contain your cumulative college grade point average.

MINI-TRANSCRIPT EXAMPLE

Course Number	Course Title	Date Completed	Grade Earned	Credit Hours
ENGL 3116	Nature Writing	Dec 2004	A	3
ENGL 3563	American Literature after 1860	Dec 2003	B+	3
ENGL 2010	Literary Theory	May 2003	A-	3
ENGL 4214	English Novel	May 2002	B	3

Cumulative college grade point average

3.466

Does everyone have to complete the mini-transcript?

No, elementary students may omit this. All secondary students and all K-12 music students must complete this document.

Which courses should be listed in this transcript?

You should list only those courses taken in your teaching field—not education courses.

Where do I get my course information?

For CU coursework, this information is available through your CU Connect portal. For non-CU coursework, you will need to refer to transcripts from your other schools.

I have more/less than 20 courses to list. What should I do?

If you do not have 20 courses to list, stop when you have given us all the information you have. If you have more than 20, select the 20 courses you wish to highlight.

Does 'cumulative GPA' refer to your GPA at CU Boulder, or your undergraduate and graduate GPAs?

When you do your student teacher checkout, the Director of Advising calculates your GPA and lists it on your checkout sheet. This is the number you should use on the application--it has been calculated using all the transcripts we have on file for you.

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Can I list courses in progress?

You can (and should) list courses in progress--just list your ending date as appropriate, e.g., "May 2008."

My content area is a foreign language (e.g., Secondary Spanish). I studied abroad, and some of the courses transferred back to CU were conducted in my content area language. May I still write these on my list of content area courses, despite the fact that they were not specifically language courses?

In the list of courses, you should note non-content area courses taught in another language so that a school administrator knows why you included them; e.g., "History of Madrid (taught in Spanish)."

My previous college didn't do credit hours. For completing any course, you received a standard one credit. Should I list the equivalent number of CU credits?

You can probably assume that most courses with labs are good for four or five credit hours and those courses without labs count for three or four. If you have questions, check with your department advisor or with the Director of Advising.

OTHER THINGS TO KNOW ABOUT THE APPLICATION PROCESS

- Your application will not be processed if you have not identified three placement choices in three different schools. If you do not have a cooperating teacher preference at this time, list "Department Choice" (for secondary) or "School Choice" (for elementary) in the teacher field.
- You must give us your @COLORADO.EDU e-mail address. There are no exceptions to this rule! This is the official communication system for the university. You must check this account on a regular basis for University of Colorado messages, including messages from the School of Education. This e-mail address will also be provided to the school that is receiving your application. Teachers and administrators often use e-mail to schedule appointments and interviews. We will not enter other e-mail accounts into our system, and we accept no responsibility for your missing information if you do not provide us with the proper account. If you forward your email, please maintain an empty that email address to eliminate problems with email delivery.

How do I tell you if I'm having problems with the application process?

If you have questions which have not already been answered in previous messages, or if problems arise during your application process, you may e-mail us using your @COLORADO.EDU address. An answer, as soon as we have one, will be sent back to you via your @COLORADO.EDU account. We will not contact you using a non-CU e-mail address, and usually, we will not contact you by telephone. Please respond immediately to all email from our office.

The processing of your applications and troubleshooting of that process is our priority. Email is the preferred method of contact for questions or concerns. Phone messages regarding the application process, especially during the peak times of the application process are discouraged.

AFTER YOU SUBMIT YOUR APPLICATION

If I submit my student teaching application before the deadline, will it be sent right away, or do you send all of them at the same time after the deadline?

No, we send everything out at the same time. Submitting your application early will help to make the process faster for everyone. If your application is ready, please send it to Jill.Perry@colorado.edu. Check the calendar on page 2 for the due date.

Do I need to keep a copy of my information?

Yes, you should keep an electronic copy of everything you submit. If for any reason we ask you to resubmit any part of your information, we will request it via e-mail.

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How do I know my application is complete and on time?

Here are some items to double-check:

- Did you send us electronic copies of all of your materials?
- Have you indicated three separate school and teacher choices in your application? We may ask you to resubmit your application for changes if we feel you have not given us an appropriate number or range of school and teacher choices.

Please note that an incomplete application will not be considered "on time," regardless of how soon before the deadline it is sent. Any changes you are asked to make must be finished, and the application must be resubmitted before we consider it complete and on time. We will assist you in any reasonable manner to help you complete this process.

What if I change my mind about a school or teacher after I submit my application?

Once your application is submitted to a school, you must accept this placement if they would like to place you. You may forward your next choice(s) to Jill.Perry@colorado.edu . These choices will be used if your previous choice is unable to place you. We will allow schools at least two weeks to review your application materials. Schools often request more time to make these decisions. Many people are involved in the placement process including the district coordinator, principal, school secretaries, cooperating teacher(s) and our staff. We will not pull your application materials before this two week period ends.

What if my application is late, or I need an extension on the application deadline?

If you submit your application late, the process of sending applications to schools must move forward without you.

May I obtain copies of my application once I submit it to you?

No, please save an electronic copy for yourself.

Do you verify that you received my application and that it is complete?

We do not verify that we have received your application. If we need additional information or clarification, we will email you to get that from you. If you don't hear from us, you may assume that your application is complete.

How long is all this going to take? When will my contract arrive so I can sign it and complete the process?

Note: Do not make vacation plans or book airline tickets until you have signed your student teaching contract.

The amount of time the process takes varies from student to student and school to school. Some students will hear right away while others may need to be patient with the placement process. Many people are involved in placement decisions including the Office of Student Services, district coordinators, principals, potential teachers, and teacher candidates. In addition, sometimes events that take place in the schools such as school breaks, testing, school events, or staff/curriculum decisions slow down the placement process.

Shortly after the deadline date, we send materials to the appropriate school administrators. These include a letter formally requesting placement consideration (including the name of the prospective cooperating teacher, if listed, and tentative dates), a copy of your materials, and a blank Confirmation Contract.

Approximately three weeks after the application deadline, we begin follow-up calls to try to get your contracts back. As we receive pertinent information, we make changes to the Contract Status section of the placement web site. You must check that site regularly, and read the information there thoroughly. As information starts to come in, the site will be updated as often as necessary—sometimes, that can be hourly. Check your contract status at <http://www.colorado.edu/education/students/studentteach/contract.html> .

Once you submit your requests, *do not make contact with a school or teacher on your own*. Wait until directed to do so by the Office of Student Services or by a school. You will be contacted by the school if the principal and teachers wish to interview you.

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If you are asked to contact a school administrator or teacher for an interview, do so promptly, first by calling the school to find out when the person(s) will be free, then by contacting them during that time to schedule an in-school interview. If a school is unable to place you, they will contact our office, and we will proceed with your next listed choice.

The best thing you can do is to try to stay relaxed about this. Please bear in mind that phone calls or e-mails to find out if we know anything about your placement yet, or "just stopping by to see if maybe my contract might be here" won't make your paperwork appear any more quickly. We know it's difficult to wait this process out, but please know that we're moving it along as fast as possible—for your sake and for our own.

Please continue to research possible school placements using the district and school websites. Continue to talk with contacts about possible placements and visit schools.

YOUR STUDENT TEACHING CONTRACT

Once the Confirmation Contract is returned to our office, we will post that information to the placement web site (<http://www.colorado.edu/education/students/studentteach/contract.html>), which will be your indicator to come in and sign it. **You must sign the contract within 48 hours of notification, or contact us within 48 hours to make signing arrangements.**

My contract is posted on the website, I guess, but I haven't checked in a while. Now when I go there, I see a message telling me you might vacate my contract. What's going on?

Once we receive your student teaching contract, we post a notice on the placement web site. You have 48 hours after that to contact us about signing the contract.

Signing your contract is the easiest part of this whole process. Communicating with us about your placement is not optional. If you don't sign your contract or contact us about signing it, we have to assume you've changed your mind, and don't want to student teach.

You are responsible for checking both your @COLORADO.EDU email account and the placement web site often enough to know when pertinent information is posted to either place. If, after 48 hours has passed, we haven't heard anything from you, we may exercise our right to: assume that you are no longer interested in student teaching.

Should this happen, you will not be able to reapply to student teach at the school where the contract was vacated.

It's only fair to other people who may want the same school or teacher or content area. If you don't want your placement, the odds are very good that one of your colleagues does, and we will give it to them if you don't communicate with us.

The placement web site says that the contract at my first school is still pending. I have received an offer from another teacher, and I've been invited to student teach. I didn't include this school or teacher on my application. If I want to take this offer, how do I send my application to the second school and getting a placement confirmed?

Before we can send your paperwork to a second school, we need to hear from the first school. The first school has at least two weeks to accept you as a student teacher or to decline the placement. Please send a revised school choice list. This list will be used if your first (or current) choice is unable to place you.

Each day the contract is at School No. 1, the odds increase that someone there will say yes.

If we withdraw your application from a school, we will not be able to resubmit your materials to that school.

Your contract must be signed at the School of Education Office of Student Services, in the presence of either the Director of Field Experiences or the Field Experiences administrative assistant. An off-site or improperly witnessed signature will not confirm your placement. Your signature on the contract indicates your acceptance of the placement, and completes the placement process.

Before signing your contract you must...

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- complete a student teaching checkout with the Director of Advising, and sign your Student Teaching Eligibility Agreement. Please review the notes under “Eligibility” for answers to basic questions about this process.
- agree with all of the terms of your Confirmation Contract. These terms include the start and end dates of your student teaching semester. We consider the Confirmation Contract a legal document, like any other contract. We can and will hold you to its terms—do not sign it in haste.
- Make note of the date of the mandatory student teaching kick-off meeting on the bottom of the contract. Absences will not be excused and this mandatory meeting cannot be made up.

When you sign your contract, you agree to or verify ALL of the following:

- accept a student teaching position at the school, with the cooperating teacher(s), through the dates listed on your contract.
- that you did not attend the school in which you will student teach.
- that you have no relatives working at the school in which you will student teach.
- that none of your family currently attends the school in which you will student teach.
- should any outstanding requirements identified during student teaching checkout not be completed before the beginning of the student teaching semester, you will not be allowed to student teach.
- put your contract and mandatory student teacher kick-off dates on your personal calendar.

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THE STUDENT TEACHING SEMESTER

During the student teaching semester, you will have one student teaching assignment for the full semester for elementary and secondary candidates or, if you are pursuing a K-12 music license, you will split your assignment between two schools an elementary school and a secondary school.

You are usually assigned to one or two cooperating teachers in each school or, if you student teach in a middle school, you may be assigned to a team of teachers. In addition, a University Supervisor will periodically visit the school and observe you while you teach. The cooperating teacher(s) will be your first and daily contact for assistance while student teaching. The University Supervisor is a second source of assistance and, near the end of the semester, will give the Director of Field Experiences your recommended grade (Pass or Fail) for student teaching.

Your University Supervisor will also be your *Education and Practice* instructor. Cooperating teachers and university supervisors submit final evaluations of your performance at the end of the semester.

You will be required to ...

- participate in and complete all requirements of the student teaching seminar course, *EDUC 4513 Education & Practice*.
- prepare written lesson plans for the classes you teach, have these reviewed by the cooperating teacher(s) prior to instruction, be observed by the cooperating teacher(s) and university supervisor, participate in conferences with the cooperating teacher(s) and the university supervisor, and act on suggestions for improving your teaching.
- develop and implement a Teacher Work Sample.
- “solo” teach for a minimum of six weeks.
- adhere to the hours in the school day which apply to the teachers in the assigned school.
- not let other commitments (university classes, day care, coaching, vacations, etc.) interfere with the regular school hours. If you find that other commitments do conflict with the school hours, you will be asked to put off student teaching until these conflicts are resolved.
- follow your placement school’s calendar as a condition of your placement, including the starting and ending dates on your contract. This means you may be required to begin student teaching earlier than the University semester, or continue your student teaching period beyond the University semester to complete the school term. Student teaching requires a minimum of 16 weeks. Most assignments are 18 weeks.
- Please do not ask if you can be allowed to report to the school later in the day than regular teachers. Likewise, do not request to leave the assignment prior to the dates set when the assignment is confirmed.
- be at school every day that school is in session. Absences during the semester may result in the unsuccessful completion of your student teaching experience.
- participate full-time in one or two schools for the full semester.

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You should ...

- ***participate as much as possible in the total school program.***

This means attending faculty and departmental meetings (sometimes after school or in the evenings), participating in special events (such as parent conferences), and becoming a member of the school staff.

- ***attend required university meetings.***

There will be one on-campus student teaching kick-off meetings for all student teachers during your student teaching term. It will be at the beginning of the term, and will serve as an orientation and first meeting with your University Supervisor. This meeting will also cover in detail the information you need for licensure and legal issues. Career Services will also offer a workshop to prepare your professional resume. You will also be required to attend regular seminars for student teachers as part of the co-requisite course (EDUC 4513), *Education and Practice*. The location for seminars will be determined by your University Supervisor.

- ***have a desire to grow and learn from this unique experience.***

This is your opportunity to interact with students in meaningful ways, to apply what you've learned, to experience what it means to be a teacher. You should enjoy the experience, in spite of all the hard work!

Tips for the Student Teaching Semester

- Establish priorities. It is strongly recommended that outside responsibilities be limited because student teaching is demanding. But, this is a choice. Know what you're risking and make decisions accordingly. Recommendations from your cooperating teacher(s) may reflect the choices you make.
- Save money. Student teaching can be more expensive than other semester including clothes, transportation, relocation, etc. Working is often impossible so plan ahead for the full school district semester calendar.
- Student teaching is not a lifetime commitment. Student teaching is a temporary assignment; teacher candidates are guests in the cooperating teachers' classrooms. Teacher candidates may need to compromise on occasion. Use the opportunity to learn and practice. Good things can be learned even in less than perfect placements.
- Honor school policies. Teacher candidates are guests in the schools. If teachers are required to be at school at a particular time, so should student teacher, etc. Follow the cooperating teacher's lead.

Withdrawing from Student Teaching

It is important to follow through on a commitment. If a teacher candidate withdraws from student teaching (not recommended), the candidate will need written permission to repeat the experience from either the Director of Advising or the Director of Field Experiences. Withdrawal has academic consequences. The following are the most common scenarios and means of resolution.

Withdrawal Prior to Student Teaching

A candidate may withdraw from student teaching prior to the start of the student teaching term. If this transpires because of failure to complete Student Teacher Checkout requirements, then the candidate will need permission from the Director of Advising to reapply for student teaching. If this transpires for any other reason, then the candidate will need permission from the Director of Field Experiences to student teach in a subsequent term. Permission must be given in writing. Candidates may need to go on the Time Out program, if they will not complete student teaching in the semester immediately following withdraw. If a candidate wishes to complete the teacher education program after one year, then the candidate must reapply for admission to the School of Education and will be subject to program requirements in place at the time of reapplication. Credit awarded for completed education course work will be determined upon reapplication.

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Incomplete Grade for Student Teaching

A candidate may be given an incomplete in student teaching at the discretion of their University Supervisor and the Director of Field Experiences. Incomplete grades, IF or IW, are awarded based on the candidate's performance up to the time of withdrawal and the circumstances necessitating the withdrawal. Candidates with incomplete grades have one year to complete student teaching and resolve the incomplete grade. Stipulations on completion and the method for completion will be determined on a case-by-case basis and guided by School and university policy. Candidates may need to go on the Time Out program, if they will not complete student teaching in the semester immediately following withdraw. Please review the School of Education Handbook.

Withdrawal from Student Teaching and University

A candidate may choose to withdraw from student teaching and the university entirely. Candidates who pursue this option while student teaching must do the following: 1) Notify the Director of Field Experiences, University Supervisor, and Cooperating Teacher of their intent to withdraw before committing the action, and 2) file withdrawal papers with the CU Office of the Registrar. Withdrawal from the university is the equivalent of quitting the program. If a candidate who withdraws from student teaching and the university wishes to complete the teacher education program at a later date, the candidate must reapply for admission to the School of Education and will be subject to program requirements in place at the time of reapplication. Credit awarded for completed education course work will be determined upon reapplication.

*Additional details will be given to you
over the course of this semester
and at your Student Teaching Kick-Off Meeting.*

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DISTRICT CONTACT INFORMATION AT A GLANCE

Adams 1 / Mapleton

(303) 853-1000

<http://www.acsd1.k12.co.us/>

Adams 12 Five Star School District

(720) 972-4005

District Coordinator – Stephanie Rivera

<http://www.adams12.org/>

Adams 14

(303) 853-3333

<http://www.acsd14.k12.co.us/>

Adams 50 / Westminster

(303) 428-3511

District Coordinator – Nancy Grindberg

<http://www.adams50.org/>

Aurora Public Schools

(303) 344-8060

District Coordinator – Dr. Linda Damon

Student Teacher must complete an additional application

<http://www.aps.k12.co.us/>

Boulder Valley School District

(303) 447-5114

<http://www.bvsd.org/>

Brighton 27J

(303) 655-2900

District Coordinator – Kelly Corbett

<http://www.brightonps27j.k12.co.us/>

Cherry Creek School District

(303) 773-1184

District Coordinator – Tasha Logan

Student Teacher must complete an additional application

<http://www.ccsd.k12.co.us/>

Denver Public Schools

(303) 764-3400

<http://www.dpsk12.org/>

Douglas County School District

(303) 387-0100

District Coordinator – Luann Hiler

Placement contingent on availability of a University

Supervisor

<http://www.dcsdk12.org/portal/page/portal/DCSD>

Englewood 1

(303) 761-7050

<http://www.englewood.k12.co.us/>

Jefferson County School District

(303) 982-6500

Placement contingent on availability of a University
Supervisor

<http://jeffconet.jeffco.k12.co.us/>

Littleton School District

(303) 347-3386

District Coordinator – Lori Kinney

<http://www.littletonpublicschools.net/>

St. Vrain Valley School District

(303) 682-7213

<http://www.stvrain.k12.co.us/>

Weld County School District Re-8 (Fort Lupton)

(303) 857-3200

<http://72.164.49.7/flsd8/>

Note: Prior to student teaching, all student teachers must submit their finger prints to the Colorado Bureau of Investigations through the Colorado Department of Education.