

Student Teacher: _____		University Supervisor: _____		Cooperating Teacher(s): _____		Semester: <input type="checkbox"/> Fall <input type="checkbox"/> Spring		Year
Cooperating Teacher(s) Initials	Mid:	Final:	University Supervisors Initials	Mid:	Final:	Student Teacher Initials:	Mid:	Final:
Mid Assignment CT/US/ST Conference Date:		Click here to enter a date.		Final US/ST Conference Date:		Click here to enter a date.		

COMPETENCIES: The teacher has demonstrated the ability to....	OBSV	TPA	Mid-Assignment Student Teacher Assessment 1=not ready to teach 3=ready to teach as first-year teacher 5=accomplished experienced teacher	Mid-Assessment Growth Plan	Verify Competency Satisfied
<b>5.01 Standard One: Knowledge of Literacy: The teacher shall be knowledgeable about student literacy development in reading, writing, speaking, viewing, and listening.</b>					
1.1 Plan and organize reading instruction based on ongoing assessment.			<input type="checkbox"/> Not observed <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5		<input type="checkbox"/>
1.2 Develop phonological and linguistic skills related to reading including: phonemic awareness; concepts about print, systematic, explicit phonic; other word identification strategies; spelling instruction			<input type="checkbox"/> Not observed <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5		<input type="checkbox"/>
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			<input type="checkbox"/> Not observed <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5		<input type="checkbox"/>
1.4 Support reading through oral and written language development including: development of oral English proficiency in student; 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 standard English.			<input type="checkbox"/> Not observed <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5		<input type="checkbox"/>

<b>5.02 Standard Two: Knowledge of Mathematics: The teacher shall be knowledgeable about mathematics and mathematics instruction</b>					
2.1 Develop in students an understanding and use of: number systems and number sense; geometry; measurement; statistics and probability; functions and use of variables			<input type="checkbox"/> Not observed <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5		<input type="checkbox"/>
2.2 Utilize Colorado Model Content Standards in Mathematics for the improvement of instruction.			<input type="checkbox"/> Not observed <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5		<input type="checkbox"/>

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<b>5.03 Standard Three: Knowledge of Standards and Assessment: The teacher shall be knowledgeable about strategies, planning practices, assessment techniques, and appropriate accommodations to ensure student learning in a standards-based curriculum.</b>					
3.1 Design short and long-range standards-based instructional plans.		Task 1	<input type="checkbox"/> Not observed <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5		<input type="checkbox"/>
3.2 Develop valid and reliable assessment tools for the classroom		Task 1	<input type="checkbox"/> Not observed <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5		<input type="checkbox"/>
3.3 Develop and utilize a variety of informal and formal assessments, including rubrics.		Task 1 & 3	<input type="checkbox"/> Not observed <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5		<input type="checkbox"/>
3.4 Assess, compare and contrast the effects of various teaching strategies on individual student performance relative to content standards		Task 3	<input type="checkbox"/> Not observed <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5		<input type="checkbox"/>
3.5 Use assessment data as a basis for standards-based instruction.		Task 3	<input type="checkbox"/> Not observed <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5		<input type="checkbox"/>
3.6 Provide effective verbal and written feedback that shape improvement in student performance on content standards.		Task 3	<input type="checkbox"/> Not observed <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5		<input type="checkbox"/>
3.7 Prepare students for the Colorado Student Assessment Program (CSAP), Third Grade Literacy Assessment, and other assessments of educational achievement.			<input type="checkbox"/> Not observed <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5		<input type="checkbox"/>
3.8 Ensure that instruction is consistent with school district priorities and goals, the Colorado Model Content Standards, and the 1999 Colorado Accreditation Program.		Task 1	<input type="checkbox"/> Not observed <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5		<input type="checkbox"/>

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<b>5.04 Standard Four: Knowledge of Content: The elementary teacher is knowledgeable, in addition to literacy and mathematics in the following content areas: civics, economics, foreign language, 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).</b>					
4.1 Utilize content knowledge to ensure student learning.		Task 1 & 2	<input type="checkbox"/> Not observed <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5		<input type="checkbox"/>
4.2 Enhance content instruction through a thorough understanding of all Colorado model content standards.		Task 1 & 2	<input type="checkbox"/> Not observed <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5		<input type="checkbox"/>
4.3 Apply expert content knowledge to enrich and extend student learning.		Task 1 & 2	<input type="checkbox"/> Not observed <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5		<input type="checkbox"/>
4.4 Integrate literacy and mathematics into content area instruction.			<input type="checkbox"/> Not observed <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5		<input type="checkbox"/>
<b>5.05 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.</b>					
5.1 Create a learning environment characterized by acceptable student behavior, efficient use of time, and disciplined acquisition of knowledge, skills, and understanding.			<input type="checkbox"/> Not observed <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5		<input type="checkbox"/>
5.2 Apply sound disciplinary practices in the classroom.			<input type="checkbox"/> Not observed <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5		<input type="checkbox"/>
5.3 Apply appropriate intervention strategies and practices to ensure a successful learning environment.		Task 2	<input type="checkbox"/> Not observed <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5		<input type="checkbox"/>
5.4 Raise the academic performance level of a group of students, over time, to a higher level.		Task 3	<input type="checkbox"/> Not observed <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5		<input type="checkbox"/>

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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		All TPA Tasks	<input type="checkbox"/> Not observed <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5		<input type="checkbox"/>
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.			<input type="checkbox"/> Not observed <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5		<input type="checkbox"/>
5.7 Accurately document and report ongoing student achievement.		Task 3	<input type="checkbox"/> Not observed <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5		<input type="checkbox"/>
5.8 Communicate with parents and guardians effectively in order to involve them as participants and partners in student learning			<input type="checkbox"/> Not observed <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5		<input type="checkbox"/>
5.9 Communicate a variety of assessment results, and their implications to students, parents, guardians, professionals, administrators, and the community.		Task 3	<input type="checkbox"/> Not observed <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5		<input type="checkbox"/>
<b>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 earners.</b>					
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.		Task 1 & 2	<input type="checkbox"/> Not observed <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5		<input type="checkbox"/>
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.		Task 1 & 2	<input type="checkbox"/> Not observed <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5		<input type="checkbox"/>
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.		Tasks 1 - 3	<input type="checkbox"/> Not observed <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5		<input type="checkbox"/>

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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.			<input type="checkbox"/> Not observed <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5		<input type="checkbox"/>
6.6 Collect data on individual student achievement and be accountable for each child's learning			<input type="checkbox"/> Not observed <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5		<input type="checkbox"/>
<b>Standard Seven: Knowledge of Technology: The teacher is skilled in technology and is knowledgeable about using technology to support instruction and enhance student learning.</b>					
7.1 Apply technology to the delivery of standards-based instruction.			<input type="checkbox"/> Not observed <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5		<input type="checkbox"/>
7.2 Use technology to increase student achievement.			<input type="checkbox"/> Not observed <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5		<input type="checkbox"/>
7.3 Utilize technology to manage and communicate information.			<input type="checkbox"/> Not observed <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5		<input type="checkbox"/>
7.4 Apply technology to data-driven assessments of learning.			<input type="checkbox"/> Not observed <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5		<input type="checkbox"/>
7.5 Instruct students in basic technology skills.			<input type="checkbox"/> Not observed <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5		<input type="checkbox"/>
<b>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.</b>					
8.2 Model, and 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			<input type="checkbox"/> Not observed <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5		<input type="checkbox"/>
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.			<input type="checkbox"/> Not observed <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5		<input type="checkbox"/>
8.5 Evaluate his/her own performance and access the professional development options necessary to improve that performance		Task 4	<input type="checkbox"/> Not observed <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5		<input type="checkbox"/>

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<b>CU Dimensions of Professionalism</b>					
<b>Timeliness &amp; Punctuality:</b> Candidate arrived to school on time every day with ample time to make preparations for all teaching responsibilities. Candidate communicated in a timely and appropriate manner if an emergency arose.			<input type="checkbox"/> Not observed <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5		<input type="checkbox"/>
<b>Written Communication:</b> Candidate arrived to school on time every day with ample time to make preparations for all teaching responsibilities. Candidate communicated in a timely and appropriate manner if an emergency arose.			<input type="checkbox"/> Not observed <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5		<input type="checkbox"/>
<b>Dress:</b> Candidate dressed neatly and appropriately every day. Attention was paid to safety and modesty; thus, candidate's dress did not distract from students' learning.			<input type="checkbox"/> Not observed <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5		<input type="checkbox"/>
<b>Collegial Interactions:</b> Communications between the candidate cooperating teacher(s) and/or administrators were always respectful and appropriate. Candidate was pro-active and responsive in essential communication and/or problem solving when an issue arose.			<input type="checkbox"/> Not observed <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5		<input type="checkbox"/>
<b>Respect for Students:</b> Candidate's interactions with students were always respectful, non-discriminatory, were conducted in ways that preserved the dignity of all students, and demonstrated a commitment to fairness.			<input type="checkbox"/> Not observed <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5		<input type="checkbox"/>
<b>Responsibility for Student Learning:</b> Candidate operates with a positive view of the meaningful inclusion and genuine potential of all people, assumes responsibility for the learning of his/her students, and continually persists to meet the needs of all students. Candidate has high expectations for all learners.			<input type="checkbox"/> Not observed <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5		<input type="checkbox"/>
<b>Work Ethic:</b> Candidate consistently demonstrates drive, initiative, determination, and a commitment to hard work. Candidate shows steady effort and a desire to produce high quality product or performance.			<input type="checkbox"/> Not observed <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5		<input type="checkbox"/>

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<b>Perseverance:</b> Candidate treats setbacks as opportunities to learn. Candidate does not give up when things don't go as planned or when there is uncertainty about a task or situation; instead, candidate tries again.			<input type="checkbox"/> Not observed <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5		<input type="checkbox"/>
<b>Responsibility for Actions:</b> Candidate consistently accepts responsibility for the outcomes of his/her actions.			<input type="checkbox"/> Not observed <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5		<input type="checkbox"/>
<b>Organization &amp; Planning:</b> Candidate has developed effective systems to track and manage multiple deadlines and thus meets all due dates (both for k12 school responsibilities AND student teaching seminar due dates). Candidate break downs larger tasks into smaller ones and manages time/effort to ensure task completion.. Candidate anticipates and generates potential "work-arounds" for problems or contingencies that may arise.			<input type="checkbox"/> Not observed <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5		<input type="checkbox"/>
<b>Social Media &amp; Technology Savvy:</b> Candidate manages social media presence and communication in a professional manner. Candidate is comfortable learning new technologies, trouble-shooting technology breakdowns, and often considers educational potential of new technology.			<input type="checkbox"/> Not observed <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5		<input type="checkbox"/>
<b>Workplace Policies &amp; Codes of Conduct:</b> Follows all state and local school/district policies that govern the ethical, moral and legal practices of teachers. Requests and reviews teacher and student handbooks (if available). Ensures s/he knows and follows district and school policies related to attendance, discipline, crisis management, emergency, and evacuation procedures.			<input type="checkbox"/> Not observed <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5		<input type="checkbox"/>
<b>Confidentiality:</b> Candidate follows district's policy on photographing or video recording students in the classroom before participating in those activities, and, 2) understands that disclosing a student's name and sharing their academic progress or private personal issues with people not directly involved in the student's education violates their right to privacy.			<input type="checkbox"/> Not observed <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5		<input type="checkbox"/>



# Student Teacher Standards Verification Form

Additional comments: