



School of Education

UNIVERSITY OF COLORADO **BOULDER**

STUDENT TEACHING HANDBOOK

Professional Practices in Student Teaching

“In a completely rational society, the best of us would be teachers and the rest of us would have to settle for something else.”

-Lee Iacocca

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TO THE TEACHER CANDIDATE

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

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

Don't hesitate to call us if you have questions or concerns that cannot be addressed by your cooperating teacher or supervisor, or if unexpected situations arise. We hope you will make the most of your experience, that you will learn and grow from your successes and mistakes, and that you will keep students as the focal point of all you do.

No handbook can address every situation you might encounter in student teaching. The following topics are addressed in this handbook:

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ATTENDANCE, DAILY SCHEDULE and SUBSTITUTE TEACHING

Overall Dates of Attendance

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

The Director of Field Experiences reserves the right to terminate or extend the length of student teaching assignments where teacher candidates are absent from their assignments for a considerable length of time for reasons other than the above.

NOTE: In the event of school closure due to weather or other circumstances, the licensure candidate is to follow the policy of the host school district.

The student teaching semester is a minimum of 16 weeks, with the most common length of a placement being between 18-20 weeks. Because student teaching follows the k-12 schedule, student teaching typically begins *before* CU's academic semester. Fall semester student teachers typically begin in the second week of August; spring semester student teachers typically begin a few days after January 1st.

Labor Disputes within a School District

University of Colorado licensure candidates completing student teaching assignments in school districts where teachers are on strike should not cross picket lines for the duration of the ongoing strike.

The Director of Field Experiences reserves the right to extend the length of student teaching assignments in cases where licensure candidates are absent from their assignments for a considerable length of time due to a labor strike.

Illness/Absences

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

Because many student teachers also seek a regular teaching position during student teaching, you may request permission for *up to two days* to attend staff development courses for student teachers, and an occasional professional meeting, or a "job fair." Approval for attending such meetings, outside of school or district-sponsored events, is at the discretion of the cooperating teacher(s) and university supervisor. Over the course of the semester, take advantage of professional development sessions offered by your school or district for all

teachers. Attendance at these will not count as “days off,” but be sure to notify all parties (mentor teacher, supervisor, etc.) of your upcoming absence, ensure all of your teaching responsibilities are covered and all lesson plans shared prior to your time away.

CU-Sponsored Meetings & Seminar Sessions

You are expected to attend all mandatory meetings related to student teaching--including the Kickoff Orientation and first seminar at the start of the semester. You are expected to attend all seminars associated with EDUC 4513 Education & Practice (see your course syllabus for more specific details on attendance expectations for this seminar). Seminar days/dates and specific details about expectations are set by your university supervisor.

Other Activities

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

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

If personal commitments and the need to work negatively affect your student teaching performance, this may ultimately impede your goal of obtaining a strong recommendation that leads to a teaching license and/or teaching position. The university supervisor and mentor teacher(s) cannot help you overcome difficulties encountered because of factors outside the school.

Daily Schedule

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

Prior to leaving the building each day, be sure to touch base with your mentor teacher to let them know you are leaving and be sure you have completed and communicated about all tasks and requirements for the next school day.

Substitute Teaching

Teacher candidates who already possess a substitute license from CDE may serve as a substitute for their mentor teacher(s) for up to six days during the student teaching semester. The teacher candidate may receive compensation for those six days. The teacher candidate may **not** substitute for a teacher who is not their mentor teacher(s). The university supervisor may advise a teacher candidate to decline an offer to serve as a substitute if the teacher candidate is not meeting program requirements.

THE PROFESSIONAL TRIAD—ROLES

There is always something to learn about the art of teaching. Successful teachers are reflective and willing to grow throughout their careers. The student teaching triad encourages professional discussion to support the growth of the teacher candidate and begin the process of self-reflection about teaching. The teacher candidate, cooperating teacher, and university supervisor are each important members of a professional triad focused on student learning. This triad will have productive discussions about teaching and learning. To make these conversations productive, it is important to honor the unique perspective of each of the members. All conversations should be honest and focused on student learning as well as on moving the teacher candidate toward professional competence. Student teachers are most successful when cooperating teachers and university supervisors work collaboratively and give consistent messages to the student teacher regarding strengths and professional needs. This triad must develop and maintain continuous communication to ensure that the teacher candidate moves toward professional competence.

University Supervisor (US) Responsibilities

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

- Visit school and facilitate a triad conference among the mentor teacher (MT), US, and teacher candidate (TC) within the first two weeks of the student teaching assignment
- Observe the TC at least five times during the semester and provide specific written feedback on each visit (visits are both scheduled and may also be unannounced); additional visits may be scheduled, particularly if a student teacher needs additional support
- Support TC with edTPA (capstone project) within acceptable guidelines of support
- Facilitate mid term assessment/growth plan conference among the MT(s), US, and TC; complete the Colorado Teacher Quality Standards form as filled out during mid term conference.
- Hold a final assessment conference with the TC and MT to ensure the Colorado Teacher Quality Standards form is completed
- Make a pass/fail recommendation to Director of Field Experiences for each TC
- Conduct 10 seminars, EDUC 4513 Education & Practice, a co-requisite course for student teachers during the student teaching semester
- Facilitate communication between the teacher candidate and the mentor teacher, and provide a direct line of communication between the CU School of Education and the school in which the TC is completing student teaching
- Help resolve any problems that may occur during the student teaching semester that cannot be resolved between the TC and MT should they occur
- Assist the mentor teachers with other questions or challenges they may have

Mentor teacher (MT) Responsibilities

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

The MT is your daily and primary guide in learning to teach and they fulfill these core responsibilities:

- Participate in initial conference with US and TC
- Orient TC to school, community, and building culture, students, classroom routines, and policies, curriculum, and instruction & assessment practices
- Model effective teaching practices and make their thinking transparent
- Guide and support TC in gradual assumption of teaching responsibilities
- Participate in a co-teaching seminar offered by their district or CU
- Regularly plan with, observe ST, and provide specific feedback to candidate, including daily informal conversations
- Conduct one focused observation each week
- Meet once a week for a more extended conference in which they conduct longer-term instructional planning and track progress in meeting Performance-Based Standards and/or professional growth/development goals
- Support TC with edTPA within acceptable guidelines of support
- Participate in mid term assessment/growth plan and final conferences among the mentor teacher(s), university supervisor, and teacher candidate

TEACHING RESPONSIBILITIES & PROFESSIONALISM AS A STUDENT TEACHER

Teacher's Typical Responsibilities/Duties

You are expected to participate in and fulfill all daily tasks accomplished by full-time professional teachers. Over the semester you will gradually assume teaching responsibilities fulfilling the responsibilities/duties listed below. You, your mentor teacher(s), and your university supervisor will work out a specific plan and timeline for your gradual assumption of lead planning and lead teaching responsibilities. See the section below on Assuming Classroom Responsibilities for more details on a suggested progression.

Typical responsibilities of the ST include the following:

- follow school/district curriculum
- plan and prepare all materials for your daily lessons
 - consult and coordinate with your MT and/or grade-level teams
 - follow requested lesson plan format (may be specified by your school or university supervisor or use formats practiced in teacher education courses)
 - complete written lesson plans (“winging it” is not acceptable)
 - provide written lesson plans that a substitute, or your MT, can follow if you will be absent
- teach in dynamic, engaging ways using sound principles of instruction
- operate instructional technology (e.g., document cameras, interactive whiteboards)
- assess student learning (formatively and summatively)
- administer state or district assessments according to standardized protocols, if appropriate
- grade student work in a timely manner
- maintain accurate student records (grades, attendance, etc.)
- help students make up work and/or tests/exams
- attend staff meetings and other meetings, e.g., grade-level team
- attend ILP or IEP meetings for students in your cooperating teacher’s classroom
- answer email and voicemail daily
- provide supervisory support (e.g., hall, lunchroom, bus, playground, study hall duties)
- hold office hours or help sessions during off periods or before/after school or during lunch

- attend some parent/guardian-teacher conferences or meet with parents/guardians as requested and appropriate
- follow all school building and district policies e.g., attendance, discipline, grading, communication, safety

Teacher Professionalism

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

Dispositions and Descriptions of Strongly Demonstrated Performance:

A) Work Ethic & Perseverance-

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.

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. Is able to problem-solve and complete multiple complex tasks independently.

B) Responsibility for Actions-Candidate consistently accepts responsibility for the outcomes of his/her actions, seeks out and is responsive to feedback.

C) Collegial Interactions & Communications-

All interactions (whole class, small group, or lesson team) were respectful, demonstrating sensitivity for the feelings and thoughts of others.

Full attention was evident in all discussions.

Candidate was an engaged and supportive colleague.

Candidate manages social media presence and communications in a professional manner.

D) Timeliness & Organization-

All lesson plans and assignments were submitted in a timely manner and evidenced a solid first-attempt or revision.

Email requests for information were responded to within 24 hours.

Candidate always arrived early and prepared to contribute meaningfully to course and school-related commitments.

E) Dress-

Candidate dressed neatly and appropriately for all school visits.

Attention was paid to safety and modesty; thus, candidate's dress was professional and modeled appropriate attire for a safe and focused learning environment.

Gradual Release of Responsibility in Co-Teaching and Non Co-Teaching Placements

Non Co-Teaching Placements

- ❑ Teacher candidates typically begin the semester by observing and helping in the general work of the

classroom. This might include preparing resources, individual tutoring, grading, providing the opening and closing activities, developing and presenting single lessons, working with small groups, and leading the class for short periods of time.

- ❑ During this first stage, the mentor teacher may occasionally leave the room, but will most often be in the classroom observing and providing feedback.
- ❑ The teacher candidate will get to know the students and consistently assume more teaching and related responsibilities in the classroom
- ❑ Each week, the teacher candidate will assume more teaching and related responsibilities in the classroom, building towards a soloing experience, which CU recommends lasting between 1-3 weeks.

Co-Teaching Placements

- ❑ The goal of the co-teaching model is to provide the teacher candidate a realistic teaching experience (planning, teaching, reflecting, assessing student work, etc.) with the mentor teacher remaining engaged with the students as a co-teacher and co-planner. This partnership enhances the skill of collaboration with professional colleagues. Planned soloing experiences are also expected within this model, which CU recommends lasting between 1-3 weeks.
- ❑ Below is the general timeline for the CU gradual release of responsibility for co-teaching placements. A detailed weekly calendar for this model is available in Appendix A. *Note: these are the recommended guidelines from CU's program, but each week and stage may unfold differently based on the needs and schedule of the mentor teacher, university supervisor, and teacher candidate.*

Weeks 1-3: The mentor teacher takes the majority of the lead in co-planning, co-teaching and co-assessing. However, as co-teacher, the teacher candidate will be an active teaching presence throughout each day. As they acclimate to the classroom over these first few weeks, the teacher candidate is expected to be gradually taking on more leadership and teaching opportunities.

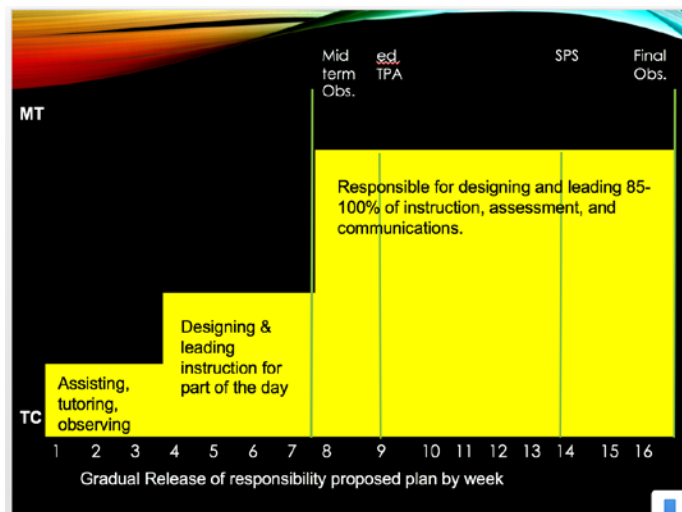
Weeks 4-7: The teacher candidate is assuming the lead role for approximately 50% of the co-planning, co-teaching and co-assessing responsibilities.

By the middle of the student teaching term, the teacher candidate should take the lead role in planning and teaching lessons under the guidance of the mentor teacher. They might both teach parts of the lesson, or the teacher candidate might teach the entire lesson with the mentor teacher in a smaller support role.

Weeks 8-16+ : By week 8, the teacher candidate is assuming 85-100% of the lead in co-planning, co-teaching and co-assessing, and assuming almost all of the related teaching responsibilities.

Soloing: CU recommends between 1-3 weeks of soloing during the student teaching semester. The timing, length and structure of the soloing period is negotiated as a triad and determined around midterm (week 8).

Solo-Teaching Experience



- ❑ The teacher candidate will be responsible for most of the class for the whole day after 5 or 6 weeks. When the mentor teacher feels comfortable leaving the teacher candidate in charge of the class, the solo teaching experience will begin.
- ❑ During the solo teaching phase, the teacher candidate will work as the sole teacher in the classroom for the entire school day. The mentor teacher may come in and out of the classroom but is not usually an active participant.
- ❑ The goal of the solo teaching period is for the teacher candidate to demonstrate readiness to lead a classroom.
- ❑ The solo period generally lasts at least 1 week and does not last more than 3 weeks.
- ❑ Students doing split assignments will have two shorter solo teaching periods. Other exceptions may be made due to school policies regarding the solo teaching period.
- ❑ After the solo or co-teaching period, the mentor teacher will take over responsibility for the class or classes. The role of the teacher candidate will revert to that of a partner in the classroom.
- ❑ The teacher candidate may use this time to observe other classrooms.
- ❑ Even though the teacher candidate may not be lead teacher for the full day, s/he is expected to be at the school for the full day.

You Are A Guest in The School

Teacher Candidates are invited and visiting educators in the mentor teachers' classrooms. If the school principal and/or mentor teacher feel the co-teaching (or non co-teaching) model will work best for them, we need to agree to their decisions about how student teaching will work best in their contexts. As long as TCs work closely with their mentor teacher, reflect on their craft, ask questions of their mentor teacher and supervisor, and do their best work with integrity, teacher candidates will meet the criteria for licensure.

LEARNING RESPONSIBILITIES DURING STUDENT TEACHING

Opportunities at the School Site

Student teaching affords you extended opportunities to learn from practice and observation (both yours and those of other veteran teachers at your school). Take advantage of opportunities to broaden your views of teaching by seeing a variety of teaching styles and methods. We recommend that you spend at least some time observing or possibly working, perhaps on a limited basis, with other good teachers in your building. For example, a student teacher working in a primary classroom might spend a little time visiting an intermediate teacher; secondary student teachers might observe one or two other teachers in your department as well as one or two outstanding teachers in other departments.

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

CU Courses Associated with Student Teaching

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

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

EDUC 4691, 4701, 4712, 4722, or 4732 Student Teaching is conceived of as the internship portion of your

student teaching experience. You receive a Pass/Fail grade in this course. See the section on Supervision and Evaluation for criteria to earn a PASS grade in Student Teaching.

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

MUSC 4193 Student Teaching Seminar is a seminar course for teacher candidates in music taken co-requisite with student teaching.

Reflection for Professional Growth

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

Make time each day to reflect.

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

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

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

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

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

In reflecting on your relationship with your students or parents:

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

WORKING WITH YOUR MENTOR TEACHER(S)

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

You and your mentor teacher should engage in **daily** informal conversations designed to assist and support

you. You should also schedule lengthier **weekly** conferences with your mentor teacher after observations that promotes reflection and professional growth. Below are some important topics to discuss throughout the student teaching semester:

Adapting to the School Culture

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

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

Your supervisor will provide specific suggestions for getting to know the routines and norms of your school building. The document, ***Student Teacher Checklist to Get Ready for the Semester***, helps you to think through and inquire about policies (district, school, and classroom) that will assist you in active efforts at classroom instruction and management. It also provides a useful format for notes about key people in your school. (The Student Teacher Checklist document can be found on the CU School of Education website under Requirements and Resources for Student Teachers, Mentor Teachers, and University Supervisors.)

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

- Be prompt, courteous, and dependable to both students and school staff. If you show staff and students respect and courtesy, they should respond in kind.
- Volunteer! Take the initiative. Ask how you can be of help. Get involved in the school. The students and staff will notice and respond to you as a member of their community.
- Find out and follow school and district policies and calendars.
- Find out who support staff are (e.g., special education specialists, literacy specialists) and how to communicate most effectively with them.
- Find out where and when to eat, make phone calls, and perform other personal business.
- Determine copying and materials use policies: don't "give" work to secretaries or aides until you know this acceptable and standard practice. If you are in high school and have student workers/aides, find out the expectations for delegating tasks to them and appropriate forms of feedback to provide them about their performance.

Knowing & Working with Your Students

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

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

- Uphold your obligations as a Mandated Reporter
- Adhere to professional ethics regarding the student-teacher relationship by not pandering to the affections of your students. You can be friendly and affirming without becoming a “buddy” to the students.
- Never permit students to discuss other teachers in front of you. Be ethical in your discussions about the students and the school.
- Be aware that some styles of communication with students and parents (i.e., requiring eye contact, handshakes, use of first names) may be sensitive for cultural reasons. Some interactions could be misconstrued as offensive, inappropriate or even confrontational.
- Avoid being alone with a student of either sex, if possible. When you do need to meet individually with a student ensure, as far as possible, that it is in sight of other adults.
- When providing first aid or personal care to a student (i.e., a young student or a student with a disability), make sure you are accompanied by or can be seen by another staff member or adult, whenever possible.
- Do not administer any medications, including over-the-counter medications.
- Avoid transporting students in your car unless you have the approval of the student’s parent and the principal. Personal phone calls between students and student teachers are also inappropriate.
- Avoid visiting or meeting students outside the school environment or after school hours unless it is part of an approved school activity or excursion.
- Never use corporal punishment. This means that you must not strike, restrain, push, or physically discipline a student.
- Avoid making physical contact with students in a way that might make them uncomfortable. Hugging a student or touching a student’s face or head as a greeting or gesture of encouragement or familiarity may be misinterpreted. A handshake or an encouraging pat on the back, arm, or shoulder is generally acceptable as a sign of approval or support from the teacher. Teachers always need to be sensitive to children’s individual reactions to being touched.
- Discourage affectionate touching from students as well, while acknowledging their kind intentions.
- Avoid providing your personal phone number or email. Do not friend your students on Facebook or other sites. Do not email, telephone or send phone messages to students for non-essential or personal purposes. Where any of these activities are essential, make sure that they occur with the knowledge and approval of the principal and the parents and use official school email accounts or communication platforms. Be professional in your communication.
- Do not single out an individual student for preferential treatment, gifts, treats, etc.

Planning

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

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

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

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

Your mentor teacher will assist you in identifying an appropriate concept/objective for the learning segment in your Teacher Performance Assessment (edTPA). See the edTPA Handbook for more information on identifying content for the edTPA learning segment. The edTPA Handbook will be emailed to you at the beginning of your student teaching semester.

Learn as much as you can with your mentor teacher about his/her systems to design coherent, engaging lessons and units of study that are responsive to your students’ needs and district curriculum.

Assessment

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

Classroom Management

Classroom management is mostly about being organized and developing engaging activities. Having a fairly detailed idea of how you want students to express their learning and making that clear to them is key. It is much more than control or discipline. Communicating to students that you know them as learners and you intend for all to be successful is an effective way to begin to create an inclusive and productive classroom community. Good management is active, and includes managing time, lessons, and materials. In addition to careful lesson planning, task analysis, and observation of your mentor teacher and others with sound management skills, the following ideas may help you to avoid some management problems when student teaching:

- Make few rules. The fewer the better. Be certain you can and do enforce the ones that are established, and be equally certain your rules are permissible in your school. You might involve students in any “rulemaking” for your classrooms and aim to establish student responsibility for behavior in the class.
- Avoid threats.

- Be consistent. Show no favoritism to any student.
- Make decisions *after* you have gathered all the facts. Don't jump to conclusions.
- Management and discipline in your classes are your responsibility. Avoid passing behavior concerns off to others.
- 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;" 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. Make sure you use logical consequences and always follow through.
- Begin class promptly. Routine matters should be handled as quickly and unobtrusively as possible. *Maximizing time-on-task is a major characteristic of classes that have few management problems.* Insist that students be in the class promptly when the period begins and be prepared to begin working.
- Praise in public. Reprimand in private.
- Make learning exciting and enjoyable. Make your classes ones which students want to attend. This can do more for promoting positive behavior than imposing strict rules.
- Always be prepared with something extra. When lessons run short, have something prepared which will be interesting. This may be a reading, a set of pictures, an intellectual riddle, or an interesting podcast.
- 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!

ASSUMING CLASSROOM RESPONSIBILITIES

The suggested progression for student teachers to follow is shared here. It guides your orientation to the student, classroom/school, completion of the Teacher Performance Assessment (edTPA), the gradual assumption of teaching responsibilities including a solo and/or co-teaching experience, and major checkpoints to assess progress toward satisfying Performance-Based Standards for Colorado Teachers.

Music k-12 candidates follow a slightly different progression when assuming classroom responsibilities given the structure of their two placements. Your supervisor will provide guidance in adapting this suggested progression to your context.

Before Student Teaching

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

During weeks 1 and 2

- Orient yourself to the building and classroom(s) using your school's Teacher/Staff and Student Handbooks as well as CU's document, ***Student Teacher Checklist to Get Ready for the Semester.***

- Complete any paperwork required by your school/district to be a student teacher (if not already completed)
- Schedule a regular weekly time for more in-depth conferences with your MT
- Observe your mentor teacher(s) classroom(s) with a focus on classroom management, learning students' names and any students with identified needs, becoming familiar with curriculum and your mentor's academic policies and practices (e.g., how is late work handled, how is homework collected, what is the routine to start the day or period, how are assignments returned, etc.)
- Confer with your MT and US
- Confer with your MT about possible focus of instruction for your edTPA learning segment and your ideas for instructional activities and assessments for your edTPA
- If elementary, begin to focus on your teacher's instruction in your edTPA content area (your supervisor will help you determine whether that is literacy or mathematics)
- If secondary, identify topic for the Teacher Performance Assessment (edTPA). Measureable objectives that are skill based are easiest for this purpose.
- Co-plan with your teacher
- Work with students throughout the day (individual and small group, in all subject areas and courses), e.g., providing additional instructional support in those subjects/preparations your CT has primary responsibility for at this point in the semester
- Attend all meetings and join your MT in completing all other non-classroom teaching responsibilities

During weeks 3 and 4

- Continue co-planning and conferring daily and weekly with your MT
- Gain familiarity with instructional technology available in your classroom/school, e.g., document camera, interactive whiteboard, tablets, projection systems, etc.
- Continue working with and getting to know your students as learners, especially instructional strategies that are effective with students who have identified needs and features of school climate or school climate/community improvement goals as they relate to your students
- Talk with your CT about how s/he sets up and maintains student records, including attendance, electronic grade book, etc.
- Attend all meetings and join your CT in completing all other non-classroom teaching responsibilities, and you may begin to take over some non-classroom responsibilities
- Practice video-recording a lesson
- Other responsibilities as deemed appropriate

During weeks 5 and 6

- Continue co-planning and conferring daily and weekly with your MT
- Continue working with and getting to know your students as learners and supporting your MT actively in all instructional activities
- Attend all meetings and join your MT in completing all other non-classroom teaching responsibilities, and you may begin to take over some non-classroom responsibilities
- Other responsibilities as deemed appropriate
- EdTPA is usually uploaded around week 6

During weeks 7 and 8

- Begin adding more teaching responsibilities as appropriate.
- Continue conferring daily and weekly with your MT
- Other responsibilities as deemed appropriate

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

- Complete Mid-Term Assessment & Growth Plan around weeks 8-10.
- Continue conferring daily and weekly with your MT
- Observe other teachers as appropriate and other responsibilities as deemed appropriate

During weeks 17 through 18

- During the final two weeks, you and your cooperating teacher(s) will determine appropriate teaching responsibilities. This may involve a continuation of responsibilities already assumed or a gradual release of responsibilities as your MT steps back in
- Observe other teachers as appropriate and other responsibilities as deemed appropriate
- Final conference with University Supervisor and MT and US to complete the final evaluation and to assess your progress on your growth plan
- The university supervisor and mentor teacher will complete their final evaluations of your semester of student teaching
- On-line exit survey links are sent out during the first two weeks in December for fall student teachers and the first two weeks in May for spring student teachers
- All required paperwork is submitted by you, your supervisor, and/or your MT to the assistant to the Directors of Field Experiences.
- Return all borrowed books/instructional materials to your MT/school
- Say farewell to k-12 students and thank all building colleagues and administrators for their support during student teaching

SUPERVISION AND EVALUATION IN STUDENT TEACHING

Supervision v. Evaluation: What’s the difference?

Your mentor teacher(s) and university supervisor collaboratively *supervise* your development during student teaching, providing formative feedback during observations and conferences.

They also collaboratively provide feedback through a Summative Evaluation. A pass or fail grade is recommended to the Director of Field Experiences. In cases of disagreement, the Director of Field Experiences will work with all parties to resolve disagreements; ultimately, though, the Director of Field Experiences and Associate Dean for Teacher Education have the final say in decisions about whether to pass a student teacher and/or recommend for licensure.

To pass student teaching you must:

- Complete attendance dates specified in your student teaching confirmation contract (or as amended during semester due to illness or other events)
- Meet deadlines or due dates set by your university supervisor and/or your mentor teacher
- Satisfy, or demonstrate proficiency on, Performance-Based Standards outlined in the Colorado Teacher Quality Standards and CU Professionalism Rubric.
- Satisfy , or demonstrate proficiency, on the Teacher Performance Assessment (edTPA)
- Receive a recommendation of PASS from your supervisor and mentor teacher

Note: Passing student teaching is one of several requirements to be satisfied for licensure recommendation. See the section later in this handbook that addresses the full set of requirements to be met before CU will sign an institutional recommendation for an initial CO teaching license.

Below are the different purposes, tools, and settings for supervision and evaluation.

Supervision: formative

Purpose- to provide formative feedback and guide your development as a teacher

Tools on the Student Teacher Resource Website-

- Observation Records
- Plan for Teaching--optional
- Weekly Student Teaching Activity Plan--optional

Settings-

- Informal daily meetings between MT and CT
- Weekly extended meetings between MT and CT
- Observation & Post-Observation Conferences between MT and US

Evaluation: summative

Purpose-To make a summative evaluation, a formal decision about readiness to teach and licensure recommendation

Tools on the Student Teacher Resource Website-

- Student Teaching Standards Colorado Teacher Evaluation Rubrics Form--required
- Mid-Term and Final Student Teacher Assessment--required

Settings-

- Mid-term Assessment & Growth Plan Conference among TC, MT, and US

Supervision: Supporting your Growth as a Teacher

Your MT and US supervise your development as a teacher.

Initial Visit & Conference

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

- Get acquainted and share contact information/schedules (if not already done prior)
- Clarify expectations around observations, the Teacher Performance Assessment (edTPA), and determine whether the TC has satisfied Performance-Based Standards for CO Teachers and met CU's professionalism expectations
- Establish tentative timelines for TC to assume teaching responsibilities and do solo and/or co-teaching
- Set tentative date for mid-assignment conference
- Clarify any remaining questions about expectations, MT role, and supporting the TC

Informal Daily & Weekly Meetings Between TC and MT

You and your MT will meet informally each day to plan and debrief how things are going. This is a good time to ask for specific feedback from your MT, suggestions for improvement and to problem solve issues and dilemmas that arise.

Your MT will conduct one focused observation each week. This is not intended to be a formal written observation that goes in your permanent file. MTs *may* choose to use the School of Education Observation Record Forms used by the US during formal observations. You and your MT will decide on a focus for each week's observation, based on your professional growth goals and/or aspects of your practice that need more attention.

You and your MT will also meet once a week for a more extended conference in which you conduct longer-term instructional planning and track progress in meeting Performance-Based Standards and/or professional growth/development goals. This is a good time for you and your MT to maintain and regularly update the *Colorado Teacher Quality Standards and CU Professionalism Rubric*. During your weekly meeting, note specific lessons taught or activities over the past week where you have demonstrated meeting Performance-Based Standards for Colorado Teachers. These *unofficial* notes are a helpful resource during the Mid-Term & Final Conferences facilitated by the US.

Observation Visits by University Supervisor

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

Visits will be scheduled in advance and can be unannounced. Supervisors will collaborate with you to schedule visits and will share their expectations for pre- and post-conferences as well as how lesson plans should be shared in advance of a visit. For each of the five required formal visits, your supervisor will share observation notes, and these notes will also be included in your official file. Your supervisor will determine which program-approved form s/he plans to use.

Evaluation of Student Teaching Performance

Demonstrating Proficiency on Performance-Based Standards for Colorado Teachers

To pass student teaching you will be expected to **satisfy**, or demonstrate **proficiency at a BASIC level** on, each standard element of the Performance-Based Standards for Colorado Teachers that are included on the *Colorado Teacher Quality Standards Rubric* (note this is not a comprehensive list of Performance-Based Standards, as some are satisfied prior to the student teaching experience and some are satisfied in a regular teaching position).

Mid-Term Assessment and Growth Plan Conference

The mid-assignment conference is a critical juncture in the student teaching semester. During this conference you, your MT and US will evaluate overall progress in student teaching and more specifically whether you have satisfied or are on track to satisfy Performance-Based Standards for Colorado Teachers and CU's Professionalism expectations.

- **When:** It occurs around weeks 7-9, and may be scheduled on the same day as the supervisor's third observation. The US facilitates the conference among the MT(s), US, and TC.
- **Before:** Prior to the conference, the MT(s) and TC review the *Colorado Teacher Quality Standards Rubric* on which you and your MT have been recording evidence of either satisfying a standard or progress toward demonstrating proficiency at a BASIC level.
- **During:** The US facilitates a discussion of the following
 - **General discussion about what's going well**
 - **Specific discussion about the *Colorado Teacher Quality Standards Rubric*:** The triad (or quad when TC has 2 MT's) will assess whether sufficient evidence has been gathered to satisfy standards and, if not, develop specific goals or strategies to demonstrate proficiency in the second half of the student teaching semester. Goals should be set if a specific Performance-Based Standard has not yet been observed by the mid-assignment conference or is not rated at a level 3.
 - **Verify no major concerns:** At the mid-assignment conference, the US or MT verifies they have no serious concerns about the candidate. A serious concern is defined as failing to make adequate

progress in *any* area of teaching practice and/or potential to not satisfy *any* standard by the end of the student teaching. This includes dispositions on the CU Professionalism Rubric.

- **After:** If major concerns are raised during the conference, the US will involve the Director of Field Experiences and together they will generate a plan of action to respond to the concerns raised.

Final Evaluations of Student Teaching

The US will hold a final conference with the TC and MT near the end of the semester with the purpose of ensuring all standards on the *Colorado Teacher Quality Standards Rubric* have been satisfied. This is a chance to revisit growth goals established during the mid-term conference and note and celebrate progress. The US submits this completed form to the assistant to the director of field experiences..

edTPA

CU uses the first nationally available, standards-based performance assessment for pre-service teachers: edTPA. During your student teaching semester, you will complete your edTPA capstone portfolio which will be scored nationally. You will upload your edTPA portfolio to Chalk and Wire which transfers it to Pearson, the organization responsible for facilitating national scoring.

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

edTPA comprises three tasks: (1) Planning for Instruction & Assessment, (2) Instructing and Engaging Students in Learning, and (3) Assessing Student Learning. edTPA Handbook provides extensive guidelines for completing each task as well as rubrics for evaluating evidence provided in the edTPA.

edTPA Fees & Vouchers: There is a scoring fee of \$300 which is assessed of every student teacher through your CU student teaching course fees. Prior to completing your edTPA work, you will receive a voucher number from a Director of Field Experiences, which is your receipt for the \$300 assessment. You must use the voucher number to receive a key to to upload your edTPA portfolio to the Chalk and Wire platform. The Director of Field Experiences determines and communicates the date for uploading (generally October in fall and March in spring). Supervisors will also share this date with you.

edTPA Handbooks & Templates: You will receive your edTPA Handbook and Templates prior to the start of your student teaching semester.

Support for edTPA During Student Teaching: Your university supervisor will make time during student teaching seminars to discuss edTPA and provide appropriate levels of support as you work through tasks. Because edTPA is an assessment of your ability to accomplish teaching tasks, you will not receive extensive editing or feedback on edTPA drafts. In addition, up to three work days may be scheduled. On these edTPA work days, you may be out of your student teaching classroom to complete edTPA tasks. Please note: other than filming, this is homework and not to be completed in the classroom during the work day.

Assessing edTPA, Scores and Licensure: During your student teaching semester you must complete the national Teacher Performance Assessment (edTPA) by the due date given. This assignment is completed and

counts for 50% of your grade in the student teaching seminar, EDUC 4513 Education & Practice.

Your edTPA will be scored by a nationally trained and calibrated scorer. We expect CU student teachers to receive a minimum composite score of 42/75 (except World Languages which is a 36 due to fewer rubrics) in order to be successful in student teaching and to be recommended for licensure. If you receive a score below 42, the Director of Field Experiences and your university supervisor will look at areas of challenge for you on your edTPA and determine how a low score could affect a licensure recommendation.

edTPA REMEDIATION POLICY AND PROCEDURE

- 42 and above is passing
- 37-41 will be locally rescored and MAY need to be resubmitted to Pearson if there is not enough evidence that the TC demonstrated appropriate knowledge/ability/etc. in their content area
- a score of 36 or lower would require the student to resubmit Task 3 (\$100) or a completely redone edTPA (\$300) to Pearson. The costs of resubmission are incurred by the student.

World languages:

- 36 and above is passing,
- 32-35 is locally rescored and MAY need to be resubmitted to Pearson
- 31 or lower requires the student to resubmit Task 3 (\$100) or a completely redone edTPA (\$300) to Pearson. The costs of resubmission are incurred by the student.

We are committed to ensuring every candidate meets the national standard of 42 and above through either a national or local score. By producing your own edTPA, you will be a part of a national community of teacher educators who are directly involved with this tool. Data on this assessment is much more meaningful in assessing readiness to teach than multiple choice licensure tests that are currently in place to assess content knowledge. You can take pride in having been a part of this movement to better assess teacher readiness as well as teacher performance in the classroom.

Adding edTPA to your resume and to interviews: Having completed the work of edTPA, you will be more prepared to provide thoughtful answers to interview questions. You should feel comfortable referring to your work with edTPA in an interview. You may NOT, however, share the video recordings you gathered in your edTPA with prospective employers.

You should also take pride in adding the completion of edTPA to your resume. An example of how it might look on a resume follows.

Completed edTPA (educative Teacher Performance Assessment)	Semester, Year
<ul style="list-style-type: none">● This capstone is a national assessment modeled after National Boards● Rigorous assessment of readiness to teach● Focuses on academic language, planning differentiated instruction, engaging students in complex thinking, analysis of patterns in student work, and teacher feedback to guide learning● Ongoing reflection on impact on student learning	

PAPERWORK AND SUBMISSION OF edTPA PROJECT at a glance

Required Forms:

Teacher Candidate

Student Teaching Contract

Student Teaching In-School Schedule Form (give to US)

Submission of Teacher Performance Assessment (edTPA) Submitted by Chalk and Wire

Exit Survey of MT, US, edTPA, SOE Program (online link will be sent)

University Supervisor

Observation Forms (5)

Colorado Teacher Quality Standards Rubric (includes mid-term and final evaluations)

CU Professionalism Rubric

US Evaluation of CT (online link will be sent)

Mentor Teacher

Verify Student Teaching Contract information

Colorado Teacher Quality Standards Rubric (includes mid-term and final evaluations)

MT Evaluation of US (online link will be sent)

REMOVAL FROM STUDENT TEACHING and/or the PROGRAM

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

Before any action is taken to remove a candidate from student teaching and the teacher preparation program, the building administrator, university supervisor, and mentor teacher will examine relevant issues regarding the total student teaching experience. Following that discussion, the Director of Field Experiences will schedule a conference with the student teacher, university supervisor, mentor teacher, and other district personnel as needed. In that conference, a plan of action will be discussed and a recommendation made.

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

- (1) A Probationary Support Plan is developed for the teacher candidate(TC), and the TC continues in the initial student teaching placement.
- (2) The TC is removed from the initial student teaching placement. A Probationary Support Plan is developed and implemented before the student is allowed to pursue a reassignment student teaching placement. The Probationary Support Plan details remediation steps that must be fulfilled before a reassignment will be made. In most cases the reassignment occurs in the next semester (e.g., if removed in fall, the reassignment occurs in spring).
- (3) The TC is dismissed from the program.
 - a. If concerns are sufficiently serious, dismissal from the program may occur at any time.
 - b. If the TC is removed from a reassignment student teaching placement, fails to meet expectations set forth in the Probationary Support Plan, and/or fails to make adequate progress in a reassignment placement, the ST will be dismissed from the program.

As with all academic decisions, the student has the right to appeal. You may request information about the Appeal Process from the Directors of Field Experiences.

RECOMMENDATION FOR COLORADO TEACHER INITIAL LICENSE

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

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

Your mentor teacher and university supervisor make recommendations to the Director of Field Experiences regarding whether you have earned a passing grade in EDUC 4691, 4712, 4722, or 4732. Your supervisor is responsible for your grade in EDUC 4513. The Associate Dean for Teacher Education makes the final decision on whether to recommend for licensure.

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

TROUBLESHOOTING AND COMMUNICATION

The teachers to whom you are assigned are experienced, and most have worked with student teachers before. You are the novice in the situation. Although you may have excellent ideas of your own, you should avoid being presumptuous and playing the role of the expert. You might present your ideas to your mentor teacher, get feedback, and ask to try them out. Also, value suggestions given by both the mentor teacher(s) and university supervisor; try them out and give yourself sufficient time in such attempts. Trust your mentor teacher(s) and supervisor. Their primary job is to help you become the best teacher you can be during the time they are with you. They want you to succeed. Your role as a student teacher is not to change the school. You are in the school to learn from experienced professionals. If you become aware of certain undesirable practices, remember them as things to avoid when you have been given a contract to teach.

Student teaching can be very difficult, tiring, and emotionally demanding, and you may find yourself feeling angry or hostile toward a student, a staff member (including your mentor 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.

Good luck as you complete the last of your preparation for teaching – the student teaching experience.

Appendix A. Gradual Release Weekly Calendar

Each week has an “at a glance” portion to guide mentor teachers, university supervisors and teacher candidates as they negotiate the gradual release of responsibility across the semester. There is also a “co-teaching tips” column included to provide some hints or reminders when coordinating the gradual release within the co-teaching model.

Week Number	Spring 2018 Dates	Gradual Release Responsibility	Co-Teaching Tips	Planning/Notes
1	January 1-5	While the MT is the "driver" in almost all of the planning, teaching and assessing, the TC is an active co-planner, co-teacher and co-assessor throughout each day and provides input and ideas throughout. The teacher candidate is expected to be gradually taking on more leadership and being the "driver" each day with regard to planning, teaching and assessment opportunities.	Plan ahead with your TC to build in consistently increasing lead opportunities	
2	January 8-12	The TC should be experiencing greater leadership and responsibility than week 1 with regard to planning, teaching and assessment opportunities.	Plan ahead with your TC to build in consistently increasing lead opportunities	
3	January 15-19	TC should be experiencing greater leadership and responsibility than week 2 and working towards the TC being the lead in planning, instruction and assessment 50% of the time (weeks 4-7)	Plan ahead with your TC provide consistently increasing lead opportunities, with the goal of the TC assuming around 50% leadership for week 4	
4	January 22-26	The TC should be experiencing greater leadership and responsibility than week 3 and moving into the TC being the lead in planning, instruction and assessment 50% of the time (weeks 4-7); build in time to check in together about how this rapidly increasing timeline is progressing, make adjustments as needed	Plan ahead with your TC provide consistently increasing lead opportunities, with the goal of the TC assuming around 50% leadership around week 4	

5	January 29-Feb 2	The TC should be experiencing greater leadership and responsibility than week 4 and taking on 50% of the lead in planning, instruction and assessment (weeks 4-7)	Plan ahead with your TC to design consistently increasing lead opportunities, with the goal of the TC assuming 85-100% of the leadership around week 8	
6	February 5-9	The TC should be experiencing greater leadership and responsibility than week 5 and taking on 50% of the lead in planning, instruction and assessment (weeks 4-7)	Plan ahead with your TC to design consistently increasing lead opportunities, with the goal of the TC assuming 85-100% of the leadership around week 8	
7	February 12-16	The TC should be experiencing greater leadership and responsibility than week 6 and taking on at least 50% of the lead in planning, instruction and assessment (weeks 4-7) and preparing to transition to at least 85% of the lead (weeks 8-16)	Plan ahead with your TC with the goal of the TC assuming 85-100% of the leadership (weeks 8-16)	
8	February 19-23	The TC should be experiencing greater leadership and responsibility than week 7 and taking on around 85% of the lead in planning, instruction and assessment; schedule the timing and length of the TCs soloing period with the TC and US	Do a midterm check with a co-teaching audit handout (from training) and build in time to check in together about how this timeline is progressing, make adjustments as needed	
9	February 26- March 2	The TC should be experiencing greater leadership and responsibility than week 8 and taking on at least 85% of the lead in planning, instruction and assessment	Make adjustments to gradual release and co-teaching structure based on midterm audit as needed; plan co-teaching responsibilities in preparation for TC soloing period	
10	March 5-9	The TC should be experiencing greater leadership and responsibility than week 9 and taking on at least 85% of the lead in planning, instruction and assessment	Check in with your TC about the gradual release and co-teaching structure and make adjustments as needed; plan co-teaching responsibilities in preparation for TC soloing period (1-3 weeks)	
11	March 12-16	The TC should be experiencing greater leadership and responsibility than week 10 and taking on at least 85% of the lead in planning, instruction and assessment	Plan co-teaching responsibilities in preparation for TC soloing period (1-3 weeks)	
12	March 19-23	The TC should be experiencing greater leadership and responsibility than week	Plan co-teaching responsibilities in	

		11 and taking on at least 85% of the lead in planning, instruction and assessment	preparation for TC soloing period (1-3 weeks)	
13	March 26-30	SPRING BREAK		
14	April 2-6	The TC should be experiencing greater leadership and responsibility than week 12 and taking on at least 85% of the lead in planning, instruction and assessment [Potential soloing week]		
15	April 9-13	The TC should be the lead at least 85% of the time in planning, instruction and assessment [Potential soloing week]		
16	April 23-27	The TC should be the lead at least 85% of the time in planning, instruction and assessment [Potential soloing week]	Plan co-teaching responsibilities between MT and TC in preparation for TC completing soloing period	
17	April 30-May 4	The TC should be the lead at least 85% of the time in planning, instruction and assessment	Transition back to co-teaching responsibilities after TC soloing period and plan for how you both wish to co-teach for the remainder of the placement; consider trying more challenging strategies	
18	May 7-11	The TC should be the lead at least 85% of the time in planning, instruction and assessment	Consider trying more challenging strategies	
19/20	May 14-18/21-25	The TC should be the lead at least 85% of the time in planning, instruction and assessment	Consider how you wish to bring closure to your co-teaching classroom for break	