School of Education
UNIVERSITY OF COLORADO **BOULDER**

MENTORING YOUR STUDENT TEACHER

A Resource for
Cooperating Teachers and University Supervisors

"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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INTRODUCTION

We appreciate your willingness to mentor and supervise one of CU Boulder's student teachers. We hope the experience proves rewarding. The cooperating teacher (CT) and university supervisor (US) each serve a crucial role in the professional development of a future teacher and, by extension, you make a difference for many students in future classrooms.

This handbook is designed to help you work with your student teacher (ST) during this important time. It addresses the topics below and complements the Student Teaching Handbook. To understand fully the expectations for student teaching and to fulfill your responsibilities mentoring your student teacher, please read BOTH handbooks. This CT and US handbook addresses the following topics:

RESPONSIBILITIES & ROLES in the PROFESSIONAL TRIAD

Relevant Sections of Student Teacher Handbook: Professional Triad

In the Student Teacher Handbook, the *Professional Triad* section describes how together the cooperating teacher and university supervisor share responsibility for both guiding the student teacher's development and evaluating his or her readiness to teach independently. Below we reprise responsibilities outlined in the Student Teaching Handbook, qualifications of cooperating teachers and university supervisors, and key differences between the supervisory and evaluation roles each plays.

ESSENTIAL RESPONSIBILITIES	
Cooperating Teacher (CT)	**University Supervisor (US)**
Before student teaching semester: Review and verify Student Teaching Contract and submit to Field Experiences Administrative Assistant. **During student teaching semester:** Participate in initial conference with US and ST Orient ST to school, community, building culture, students, classroom routines, policies, curriculum, and instruction and assessment practices Model effective teaching practices and make thinking transparent Guide and support ST in gradual assumption of teaching responsibilities Regularly plan with, observe ST, and provide specific feedback to candidate, including daily informal conversations Conduct one focused observation each week Support ST with Teacher Performance Assessment (edTPA), within acceptable guidelines of support Participate in mid-assignment assessment/growth plan and final conferences among the cooperating teacher(s), university supervisor, and student teacher Optional: Write a letter of recommendation for the student teacher.	Visit school and facilitate a triad conference among the CT, US, and ST within the first two weeks of the student teaching assignment Observe the student teacher at least five times during the semester and provide specific written feedback on each visit (visits are both scheduled and may also be unannounced); additional visits may be scheduled, particularly if a student teacher needs additional support Support ST with Teacher Performance Assessment (edTPA), within acceptable guidelines of support Facilitate mid-assignment assessment/growth plan conference among the cooperating teacher(s), university supervisor, and student teacher; complete the Colorado Teacher Evaluation Rubrics Form during mid-assignment conference Hold a final assessment conference with the ST & CT and ensure the Colorado Teacher Evaluation Rubrics Form is completed; ST may make a copy, if they would like to keep the document Make pass/fail recommendation to Director of Field Experiences for each ST Instruct EDUC 4513 Education and Practice, a co-requisite course for student teachers during the student teaching semester and submit grades at end of semester Facilitate communication between the student teacher and the cooperating teacher, and provide a direct line of communication between the Office of Student Services on campus and the school in which the student has been placed Help resolve any problems that may occur during the student teaching semester that cannot be resolved between the student and cooperating teacher Assist the cooperating teacher with other questions or challenges s/he may have Put all documentation for each student teacher on a labeled DVD, provided by the Office of Student Services (OSS) and turn in to the OSS Optional: Write a letter of recommendation for the student teacher

QUALIFICATIONS	
Cooperating Teacher(s)	**University Supervisor**
Required qualifications:	**Required qualifications:**
(1) have a minimum of three year's teaching experience in k-12 classrooms	(1) have a minimum of three year's teaching experience in k-12 classrooms
(2) hold a valid Colorado professional teaching license	(2) earned teacher certification in CO or its equivalent in another state
(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)	**Desired qualifications:** In addition, CU seeks to work with university supervisors with the following additional qualifications/experiences
(4) if elementary, model and provide opportunities for candidate to teach literacy, math, science, and social studies curriculum	(1) earned administrative certification and/or held building leadership position
(5) follow Colorado Academic Performance Standards	(2) earned national board certification
(6) have support/approval to host student teacher from appropriate building administrator	(3) prior experience mentoring/coaching teachers and/or conducting professional development activities
Desired qualifications:	(4) strong technology skills
In addition, CU seeks to work with cooperating teachers with the following additional qualifications/experiences	(5) hosted a student teacher in classroom and/or supervised/mentored a first-year teacher in induction activities
(1) ability to positively impact student learning and engagement in school	
(2) evidence of strong teaching practice	
(3) desire to work closely with and support a novice teacher, supporting the student teacher's gradual assumption of responsibility in either a solo or co-teaching experience	
(4) demonstrated school or district leadership and/or earned national board certification	

The CT & US collaboratively *supervise* the ST's development during student teaching, providing formative feedback during observations and conferences.

The CT & US also collaboratively make a *summative evaluation* that the ST has successfully completed student teaching and recommend a pass or fail 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.

The table below shows the different purposes, tools, and settings for supervision and evaluation.

	Purpose	Tools on the Student Teacher Resource Website	Settings
Supervision (Formative)	To provide formative feedback and guide the ST's development as a teacher	Observation Records— minimum of 5 records of observations submitted by the US -- required Plan for Teaching--optional Weekly Student Teaching Activity Plan--optional	Informal daily meetings between ST and CT Weekly extended meetings between ST and CT Observations & Post-Observation Conferences between ST & US
Evaluation (Summative)	To make a summative evaluation, a formal decision about readiness to teach and licensure recommendation	Colorado Teacher Evaluation Rubrics form used to record progress as well as mid-term and final -- required Letter of recommendation (optional)	Mid-term Assessment & Growth Plan Conference among ST, CT, and US Final Assessment Conference among ST, CT, and US

STRATEGIES TO ENHANCE STUDENT TEACHER REFLECTION

The following communication strategies may assist you in enhancing your student teacher's reflection.

Great teachers know when to make decisions quickly and when to step back and reflect.

-- Lana M. Danielson

Use communication techniques such as **clarification and elaboration**. *Example: The student teacher appears upset by issues related to discipline ---Begin by paraphrasing student teacher's concern before asking question that elicits reflection or analysis.*

Through **rehearsal** help student teacher practice specific skills. *Example: The student teacher has difficulty introducing new materials to pupils ---Ask student teacher to walk through several sequences that could be used in introducing specific materials. Modeling by the cooperating teacher is also helpful.*

Respond to clichés and over-generalizations. *Example: The student teacher says, "It's always bad when children argue." ---Guide student teacher to think of instances when this might not be true. Are there times when conflicts and arguments might be positive?*

Introduce evidence as a basis for one's opinions or point of view. *Example: The student teacher says, "Johnny is always aggressive." ---Ask for specific behavioral examples, frequencies of behavior, etc. Student teacher may use observational techniques to test the accuracy of such a statement.*

Encourage application/transfer of information from one setting to another. *Example: The student teacher states s/he is confused by lesson planning expectations---Ask student teacher: What do you remember about lesson planning in your one of your methods courses? Ask: Why would developing lesson plans be important for novice teachers?*

Develop concepts inductively. *Example: List all the behaviors recorded in the data. Group and label these behaviors---Discuss groupings and how these might relate to lesson planning.*

Authenticate student teacher's personal experience. *Example: The student teacher states that pupil has "been off the wall." –Ask the student teacher to step into child's shoes and recall incidents from personal experiences that are similar to child's experience.*

Encourage the student teacher to recall prior experiences/change processes. *Example: The student teacher is discouraged because the learning experience did not proceed as anticipated--- Facilitate recall of student teacher's ability to be flexible and respond to child's needs on other occasions.*

Encourage the student teacher to observe and reflect on different aspects of their teaching. *Example: The student teacher lacks awareness of how others see them. ---Video record the student teacher to enable them to see teaching behaviors, patterns of interactions with students. The student teacher uses this as a basis for reflection on strengths and improvement areas.*

GETTING OFF TO THE RIGHT START: THE FIRST TWO WEEKS

Relevant Sections of Student Teacher Handbook:
- *Teacher's Responsibilities for Professionalism as a Student Teacher:* outlines the responsibilities the student teacher is expected to assume gradually over the initial weeks and to take up fully during either the solo or co-teaching period

- *Working with your Cooperating Teacher:* provides detailed suggestions for discussing the following topics: adapting to the school culture, knowing and working with students, planning, assessment and classroom management

- *Assuming Classroom Responsibilities:* outlines a suggested progression for student teachers to gradually assume teaching responsibilities

- *Supervision and Evaluation in Student Teaching (Initial Visit/Conference):* details activities for supervision, including the purpose of the initial triad visit

- *Colorado Teacher Evaluation Rubrics Form*

- *Student Teaching In-School Schedule (complete and give to US)*

Relevant Documents (optional):
- *Cooperating Teacher and Student Teacher Profile (complete and give to each other)*

- *Student Teaching In-School Schedule (may use a copy of the CT's schedule)*

- *Getting Ready For Semester (assist ST to complete)*

- *Plan for Teaching (ST completes and develops further with CT and US)*

To the Cooperating Teacher and Supervisor:

Both the CT and US play a critical role launching the ST successfully in the initial weeks. Below follow detailed suggestions that complement and expand the Student Teaching Handbook. Student teachers have more successful experiences when cooperating teachers and university supervisors work collaboratively and give consistent messages to the student teacher regarding teaching strengths and professional growth needs.

Because student teachers are guests of the school, they need time to become familiar with both the instructional and non-instructional aspects of schooling. The *Assuming Classroom Responsibilities* section of the Student Teaching Handbook provides a suggested progression for the first two weeks. Below follows a more detailed list to help you guide your student teacher to become more comfortable in the school setting in the initial weeks of the student teaching placement.

Cooperating Teacher: Orientations and Introductions at the School

Get acquainted, particularly if you have not yet worked together, and create an atmosphere in which the ST has a sense of belonging

- Exchange contact information and your teaching schedule (also provide to US). You may use the Cooperating Teacher Profile/Student Teacher Profile documents (optional)

- Provide student teacher with work space, if possible

- Provide student teacher with curriculum guides, teacher's edition of textbooks, access to grade book, and if available, a lesson plan book

- Agree on a procedure for calling you and providing lesson plans if the student teacher is ill

- Establish a daily time to confer informally

- Establish a regular weekly time to meet for more in-depth conferences

- Discuss expectations around professionalism, referring to CU's Professionalism expectations

Orient ST to school, community, and building culture

 Introduce ST to staff, building administrators, library media specialists, counselors, specialists, secretaries, custodians, and others in building

- Provide map and tour of building and school's website, particularly where to find calendars, schedules, policies, and contact information

- Explain norms and procedures re: parking, sign in/out, reporting sick, typical teacher arrival and departure times, professional attire, where to eat/store food, acceptable times or places to make personal calls or conduct personal business

- Explain how to make copies, reserve space (e.g., library media lab) or request special materials (e.g., text sets, FOSS kits)

- Provide information about the building's culture (and sub-cultures), the school's mission/vision, and if appropriate the school's improvement plan

- Review building safety policies, including evacuation and lock-down procedures, and any policies regarding administering medication to students

- Explain Academic and Student Behavior policies, and provide Faculty and/or Student Handbooks, if available

- Discuss what your expectations and limits are, e.g., can the student teacher decide final grades, choose the curriculum, or design and implement classroom management systems?

Prepare pupils for the ST's arrival and guide the ST in getting to know pupils

- Introduce the student teacher as a teacher: welcome him/her, acknowledge accomplishments publicly, and show confidence. Students should perceive the student teacher as an adult with authority

- Provide class rosters and help ST learn to pronounce pupil names accurately

- Require the student teacher to learn ***all*** students' names by the end of the first week (for elementary) or the second week (for secondary)

- Discuss information about your students, in particular guide your ST to know students who have been identified with specific needs (ILP, IEP, or 504 plans) and assist the ST to provide appropriate accommodations and support to meet students' needs
- Guide STs in noticing and interpreting pupils' actions/interactions

Explain classroom routines and policies, curriculum, instruction and assessment practices
- Explain routines and rituals and expectations for student behavior
- Explain academic policies, e.g., grading policy, returning papers, accepting late work, routines for starting the day/class period, etc.
- Provide support in using instructional technology (e.g., document camera or interactive whiteboard)
- Discuss curriculum guide (standards/benchmarks) and provide information on concepts students have been introduced to or are working on
- Discuss how you plan (long-term, weekly, and daily), how you determine the big picture or essential questions you want students to know/do, how you break that down into weekly or daily objectives, and then how you align tasks and assessments with them
- Discuss how you break down instructional tasks so a lesson flows, how you anticipate students' responses, and how you prepare materials/resources for a lesson, etc.
- Discuss your assessment practices: How do you know what your students have learned--what are you looking, listening for? How do you give effective feedback to students? How do you design summative assessments? What is a fair grade? How do you manage your electronic grade book? Explain to the student teacher that "fair is not always equal"
- Explain how you maintain student records, both attendance, grades, behavioral notes, and communication with parents or others about particular students

Getting your student teacher involved in classroom life and routines
- Involve your ST in co-planning and reviewing/providing feedback on student work
- Have the student teacher interact with students (one-on one, small group, and whole class)
- Have the student teacher observe and record your procedures and methods of handling routine matters, procedures, and seating arrangements designed to prevent management problems. Discuss with the student teacher what s/he observed. Share your thinking about effective management strategies with your student teacher. If feasible, you may want the student teacher to establish management routines in one class from the outset.
- Involve the student teacher early in routine matters: taking attendance, distributing books, returning assignments, etc. Some teaching duties should be assigned within a day or two of arrival.
- Involve your ST in all non-classroom duties, e.g., monitor halls, lunch room, study hall, bus duty, recess, etc.
- Involve your ST in any meetings you typically attend (e.g., staff or grade-level team), including any ILP, IEP, or 504 meetings, provided parents assent to the ST's presence

Support with the Teacher Performance Assessment (edTPA)

- Get acquainted with edTPA through the CU-produced webcast and other materials
- If secondary, help your ST identify a focal class/preparation in which s/he will complete edTPA
- Provide assistance in identifying any video-recording equipment available for the ST to check out and use within the school building and ensure ST's use does not conflict with other purposes
- Assist your ST in understanding the routine to send home permission forms to parents and any video-recording policies at your school

University Supervisor: Orientations and Introductions during Initial Student Teaching Seminars (Good to do at the start of the semester at our student teacher Kickoff/Orientation)

- Discuss your role as a student teacher advocate, mentor, and supervisor. Student teachers are occasionally intimidated knowing that you will ultimately be an evaluator. Explaining that you see yourself in a helping role, and that you don't expect perfection but you do expect growth and improvement, and other reassuring words can alleviate those fears.
- Spend some time on group introductions, background, interests, and immediate concerns.
- Review contact information and expectations re: communicating with you as presented in your EDUC 4513 syllabus.
- Share your approach to school visits. Will they be scheduled or unannounced? What can student teachers expect at your visits? What do they need to do to prepare? How should lesson plans be provided to you? What format for observations will you follow (e.g., clinical supervision model, etc.)?
- Obtain phone numbers, addresses, cooperating teacher names, and teaching schedules from your student teachers (STs may use the Student Teaching In-School Schedule form or copy their CT's schedule).
- Guide STs to use the *Student Teaching Handbook* and Teacher Performance Assessments Handbook (edTPA) as a resource.
- Orient STs to major assessments in ST semester and your role in those assessments.
- Guide STs in your expectations.

Having a Successful Initial Triad Conference

Purposes of the Initial Visit and Triad Conference
The *Supervision and Evaluation* section of the Student Teaching Handbook describes the purposes of the initial visit by the supervisor and triad conference.

- Get acquainted and share contact information/schedules (if not already done prior)
- Re-confirm Student Teaching contract dates and that the contract lists the correct cooperating teacher(s)
  - NOTE: Changes to contract dates must be approved by the Director of Field Experiences. Changes in CTs should be communicated to the Field Experiences Admin. Assistant.

- If secondary, verify the cooperating teacher and student teacher's class load meets program requirements (i.e., "Rule of 6-8" explained in the Student Teaching Handbook)
- If elementary, verify the cooperating teacher's subjects taught and provide opportunities for candidate to teach literacy, math, science, and social studies curriculum
- Make sure the CT has received relevant CT/US Handbook (this document) and other documents
- Review and discuss ST's Plan for Teaching (optional)
- Clarify expectations around observations, the Teacher Performance Assessment (edTPA), and determine whether the ST has satisfied Performance-Based Standards for CO Teachers and met CU's Professionalism expectations (e.g. introduce Colorado Teacher Evaluation Rubrics Form)
- Establish tentative timelines for ST to assume teaching responsibilities and solo or co-teach
- Set tentative date for Mid-Assignment Conference
- Clarify any remaining questions about expectations, CT role, and supporting the ST
- FOR US: During visit, please introduce yourself to the building administrator, if convenient. In elementary schools, principals are usually involved in school placements and often visit student teachers. In secondary schools, our contact people are usually assistant principals or deans who have been assigned student teaching placement responsibility. Hand out business cards provided to you by the OSS.

The supervisor facilitates the initial triad conference. The tone and flow of this meeting helps communicate that the cooperating teacher and supervisor are a team working together to help the student teacher grow and demonstrate readiness to teach independently. Student teachers benefit when the cooperating teacher and university supervisor give consistent messages about the ST's teaching strengths and professional growth needs. The US will make time at all subsequent visits to check in with the CT, to ensure the CT's questions and concerns are addressed and to secure informal feedback on the ST's progress.

Establishing Realistic Expectations and a Timeline for ST to Assume Teaching Responsibilities
The initial triad conference is an opportunity to ensure all parties have clear and shared understandings of their roles, expectations, assumptions, and timelines for when the student teacher will assume teaching responsibilities. This is a time to determine if the student teacher will follow a solo or co-teaching model and what that will look like.

Optional: The Plan for Teaching document can list timelines agreed to in the initial triad conference. Treat this as a living document that is regularly reviewed and updated to reflect the student teacher's progress and learning needs.

Essential to the student teacher's growth is having ambitious, yet realistic, expectations about the student teacher's developmental progression. We recommend that the student teacher assume teaching responsibilities on a *gradual* basis. The notion that you will "learn to swim, if tossed into deep water" is without foundation when applied to teaching. On the other hand, it is important that the student teacher experience *sufficient freedom and responsibility to develop professionally*.

Your student teacher's needs will change as the semester progresses. At the outset, most student teachers' concerns are fairly concrete: classroom management, routines, getting to know students, understanding the curriculum, etc. You should see students make progress in these areas and guide them to more sophisticated issues: using a variety of teaching methods, looking

for evidence of student learning in each lesson, accommodating diverse learners, implementing long-term planning, etc.

Student teachers are expected to do planning for each of the classes or lessons they teach. All preparation for instruction done by the student teacher should be done in writing (handwritten or word processed), and should be reviewed by the cooperating teacher before the actual class instruction. Student teachers typically need a great deal of assistance in these areas.

Although some cooperating teachers allow student teachers to "do their own thing," this is not recommended until they have demonstrated the ability to teach effectively and handle classroom interactions. During the early weeks, the student teacher should probably be required to follow the established curriculum. This does not mean that the student teacher should be prevented from trying a variety of teaching techniques while teaching in an established program. As the student teacher demonstrates abilities to teach a planned unit or course effectively, we suggest that s/he follow some of his/her own ideas. At the same time, we suggest that CTs review plans carefully. Student teachers are often overwhelmed and "swallowed up" in the day-to-day operation of school. **Even if, as a practicing teacher, you don't prepare detailed lesson plans, you should require your student teacher to do daily lesson plans. "Winging it" is NOT acceptable.**

Before the student teacher is permitted to "fly," you should be somewhat assured that s/he has the skill to get off the ground. Remember, they have student needs but are adult learners.

Please don't expect perfection in every area, even by the end of the semester. Although a few student teachers look like veterans from the first day, most will look like novices at first and will make mistakes. We've found that student teachers improve the most when they work on one improvement area at a time. Therefore, you might want to prioritize suggestions, holding the student teacher responsible first for one improvement area, then another. Positive reinforcement always helps. Regardless of where the individual is at the beginning, you should see some progress in professional development throughout the semester. Viewing professional development as a lifelong pursuit helps keep initial concerns and struggles in perspective. Remember your own early experiences. Student teachers are just beginning. It is our hope that, through your mentoring and supervision, they will show promise and potential as teachers.

OBSERVATIONS AND CONFERENCES: PROVIDING FORMATIVE FEEDBACK

Relevant Sections of Student Teacher Handbook:
- *Supervision and Evaluation in Student Teaching*
- *Teacher's Responsibilities for Professionalism as a Student Teacher*
- *Working with your Cooperating Teacher*
- *Assuming Classroom Responsibilities*

Relevant Documents:
- *Student Teaching Observation Protocols (found on School of Education website)*
- *Weekly Student Teaching Activity Plan (optional, see Appendix B)*

Observations and conference cycles drive student teacher learning throughout the semester. Because the student teacher needs to know s/he is progressing, it is important to provide frequent, specific feedback. Some observations will be informal, while others will be more formal.

Expectations for Frequency and Format of Observations and Conferences

Observations and conference cycles drive student teacher learning throughout the semester.

- **Cooperating Teachers observe and confer informally daily throughout the semester**. The CT provides guidance through modeling and daily discussion of teaching and student learning.
    - o Make your thinking transparent: Sharing reasons behind your teaching choices and actions will help your ST understand the work of teaching.
    - o Reassure the ST that you are available for help, especially during the early weeks.
    - o Maintain clear and open channels of communication; let the US know if communication is breaking down.
- **Cooperating Teachers should observe and confer formally once a week.** Student teachers and cooperating teachers should also schedule lengthier conferences once a week that promote reflection and professional growth.
    - o Conduct a focused observation each week, setting focus with the ST based on his/her needs.
    - o Give the ST written notes from your observations.
        - ▪ Notes help the ST to keep thinking about points you make, as they don't hear it all in the conversation.
        - ▪ Optional: Share notes with US so you are on the same page.
    - o Use the weekly conferences as a regular time to maintain and update a copy of the <u>Colorado Teacher Evaluation Rubrics Form</u>.
    - o If a student teacher is not making adequate progress, alert the supervisor immediately. In these cases, more extensive written documentation of weekly observations or conferences may be requested, or a Probational Support Plan required.
- **Supervisors conduct a minimum of 5 formal observations** over the semester using one of the program-approved observation forms.
    - o Multiple observations should not occur on the same day.
    - o Additional observations may be necessary, particularly if a student teacher is not making adequate progress.
    - o Following each observation, provide written notes to the student teacher and cooperating teacher, if this is desired by the CT and US. These observation notes are placed on the Supervisor's DVD at the end of the semester.
    - o Schedule formal observations, but you may also decide to make unannounced formal observations.
    - o Expect to visit the student teacher's classroom about every 2-3 weeks.

SUPPORTING THE STUDENT TEACHER IN THE TEACHER PERFORMANCE ASSESSMENT (edTPA)

> ***Relevant Sections of Student Teacher Handbook:***
> - ***Supervision and Evaluation in Student Teaching***
>
> ***Relevant Documents:***
> - *Teacher Performance Assessment Handbook and Templates (varies by level and content area)*
> - *edTPA Making Good Choices Document (.pdf)*
> - *Video Permission Forms (English - .pdf, .doc; Español - .pdf, .doc)*

The edTPA is a summative, subject-specific portfolio-based assessment of teaching performance that demonstrates the student teacher's readiness for licensure. Evidence of teaching competence consists of authentic artifacts documenting teaching and learning during a learning segment made up of a 3-5 day learning segment and commentaries explaining, analyzing, or reflecting on the artifacts. In constructing edTPA, student teachers apply what they have learned from their coursework about research, theory, and best practices related to teaching and learning. The edTPA is completed in the context of EDUC 4513 Education and Practice, the seminar that is co-requisite with the student teaching internship.

Strategies to Support Student Teachers in Completing edTPA	Who provides?			
	CU	Peers	CT	US
Distribute edTPA Handbooks and Templates and Video Permission Forms to ST	✔			
Provide edTPA overview through introductory screen casts and class visits for CT	✔			
Provide edTPA overview to school/district leadership	✔			
Provide timelines for completion of edTPA in EDUC 4513 seminar	✔			✔
For Sec STs, guide ST to identify course/preparation as focal edTPA class			✔	✔
Guide ST to identify appropriate content and likely dates for learning segment			✔	✔
Assist ST to access information available to teachers to complete Context for Information template			✔	✔
Assist ST to locate video recording equipment available for use in school	✔		✔	
Provide video recording and scanning equipment for ST use	✔	✔	✔	
Assist ST to administer CU Video Permission Forms			✔	✔
Record video footage of teacher and students during learning segment		✔	✔	
Provide technical support in video editing and scanning	✔	✔		
Guide ST to identify connections between assignments completed during coursework and tasks in edTPA		✔		✔

Explain the general design of curriculum materials or instructional and assessment strategies, leaving it to candidates to make selections and/or adaptations based on perceptions of their students' strengths and needs and on the content to be taught			✔	✔
Strategies to Support Student Teachers in Completing edTPA	**CU**	**Peers**	**CT**	**US**
Ask probing or clarifying questions that encourage candidates to deepen their analysis of and reflection on the artifacts, commentary prompts, and/or their responses and to communicate these analyses and reflections more clearly		✔	✔	✔
Use rubric constructs or rubric language to provide candidates with guidance on how their performance will be evaluated formally once submitted				✔
Use rubric constructs or rubric language to debrief observations made by supervisors or cooperating teachers (unless the observation is made of a lesson recorded and analyzed as part of edTPA learning segment)			✔	✔
Offer emotional support	✔	✔	✔	✔
Arrange assistance in uploading documents into Pearson Platform	✔			
Share individual's national score results when available	✔			

Acceptable and Unacceptable Forms of Support

edTPA is a program completion requirement. Because edTPA is a summative assessment that reflects the student teacher's knowledge and teaching practice, it is important that cooperating teachers and supervisors offering assistance understand the distinction between appropriate and inappropriate support to candidates as they work on completing edTPA.

Because student teachers are learning how to teach and are being guided by more experienced teachers, professional conversations about teaching and learning associated with the outcomes assessed in edTPA are not only appropriate, but also desirable. edTPA can and should allow student teachers to draw upon these conversations as they create their own understandings of teaching and learning and apply them in the teaching decisions that they make. However, educators providing support should not direct student teachers what to write in edTPA. Cooperating teachers and supervisors should ensure that the teaching decisions and thinking reflected in edTPA are the candidate's own integration of their own experience, research and theory, and insights about the type of teaching and learning reflected in their learning segment.

edTPA should document the work of student teachers and their pupils in their classrooms. Educators offering support should discourage any attempts by candidates to fabricate evidence or plagiarize work. Many, if not most, student teachers will use or adapt curriculum materials developed by others. Student teachers should cite the source of adapted materials, including materials received from experienced teachers. It is up to each student teacher to explain how the materials are appropriate for their pupils and the relevant learning objectives and standards. Given the demonstrated value of collegiality in education, edTPA encourages collaboration but is also interested in ensuring the authenticity of the portfolio

submission. Therefore, the boundaries between acceptable and unacceptable support are made explicit below to support a consistent understanding across edTPA institutions.

Acceptable Forms of Support for Constructing edTPA

- Explaining the general design of curriculum materials or instructional and assessment strategies, leaving it to student teachers to make selections and/or adaptations based on perceptions of their students' strengths and needs and on the content to be taught.
- Asking probing or clarifying questions that encourage student teachers to deepen their analysis of and reflection on the artifacts, commentary prompts, and/or their responses and to communicate these analyses and reflections more clearly.
- Using rubric constructs or rubric language to provide student teachers with guidance on how their performance will be evaluated formally once submitted.
- Using rubric constructs or rubric language to debrief observations made by supervisors or cooperating teachers (**_unless_** the observation is made of a lesson recorded and analyzed as part of edTPA learning segment).

Unacceptable Forms of Support for Constructing edTPA

- Co-teaching or stepping in to clarify or re-teach while student teacher is teaching the 3-5 day learning segment; the learning segment must reflect the student teacher's independent teaching, especially in the video clip(s)
- Using edTPA rubrics to provide formal feedback (as scores) on drafts of edTPA tasks prior to submission.
- Making choices of curriculum materials or instructional strategies (other than those required by the cooperating teacher/school/district) *for* the candidate.
- Providing your own analysis of the student teacher's pupils or artifacts or offering alternative responses to commentary prompts.
- Suggesting specific changes to be made in a draft edTPA rather than asking questions aimed at helping candidates reflect on a draft and reach their own conclusions about needed changes.
- Providing coaching for student teachers perceived to be weak that is aimed at helping them pass the edTPA rather than at improving their teaching competence, e.g., extensive focused feedback on repeated drafts leading to the final submission.
- Editing edTPA (by faculty or peers)

SUMMATIVE EVALUATIONS of the STUDENT TEACHER

> *Relevant Sections of Student Teacher Handbook:*
> - *Supervision and Evaluation in Student Teaching*
> - *Teacher Performance Assessment (edTPA)*
>
> *Relevant Documents:*
> - *Colorado Teacher Evaluation*
> - *Teacher Performance Assessment Handbook and Templates (edTPA)*

The summative evaluation of the student teacher focuses on ensuring the student teacher has satisfied, or demonstrated proficiency, on all Performance-based Standards for Colorado Teachers that are met in the student teaching experiences. (Note: Some Performance-based standards are met in courses and field experiences prior to student teaching.)

To pass student teaching (EDUC 4691/4712/4722/4732), the student teacher must:

- Complete attendance dates specified in his/her student teaching contract
- Satisfy performance-based standards on the Colorado Teacher Evaluation Rubrics Form (achieve a Level 3 (Basic) or higher on each standard element)
- Receive a national score (Pearson) of 42 or higher on edTPA (see Teacher Performance Assessment edTPA in Student Teaching Handbook)
- Receive a recommendation of PASS from both the CT and US

Please communicate early and often with the Director of Field Experiences if you have *any* concerns about a student teacher's performance, particularly if you think a student teacher is *not making appropriate progress* and/or *may* not pass student teaching. In such cases, it is essential to have sound written documentation that both the CT and ST knew of difficulties, and that both the CT and US provided assistance to the ST to correct the situation.

Colorado Teacher Evaluation Rubrics Form: The US has primary responsibility for ensuring that this form is systematically and accurately completed. This responsibility is shared with the CT.

This form is a living document completed over the course of the student teaching semester. The following levels are used to evaluate a candidate's performance. A candidate has *satisfied* a standard and/or element by *achieving a level 3*.

The following sources provide evidence the ST has satisfied or reached proficiency on each standard:

- Observation forms that record the ST's teaching practice/interactions with students
- Notes from conferences that record important "off-stage" teaching activities (e.g., parent communication, evaluating student work, planning and developing assessments)
- Teacher Performance Assessment (edTPA) tasks

SUGGESTION:
- Keep a copy of the Colorado Teacher Evaluation Rubrics form on a clipboard on CT's desk or computer desktop
- Revisit the form as part of weekly lengthier conferences, noting specific instances of meeting a standard

Some standards will be demonstrated frequently. There will be many occasions to observe the candidate satisfying this standard. Other standards, depending on the teaching context, may occur less frequently in a teacher's instructional routines. The CT and ST should ensure they are being intentional in noting both high- and low-frequency teaching practices.

Professionalism

In all actions and interactions, a student teacher should demonstrate the highest level of professionalism, and both the CT and US should coach and observe the student teacher's progression in these areas. Below are the expected levels of performance on key dimensions of professionalism:

Dimension	Expectation for a Strongly Demonstrated Performance
Timeliness Punctuality	Candidate arrived to school on time every day with ample time to make preparations for all teaching responsibilities. Candidate communicated in a timely and appropriate manner if an emergency arose.
Written Communication	All correspondence with colleagues, parents/guardians, or with k-12 students (e.g., email, on board, on handouts, on tests, on notes home) was professional; that is, text maintained a relatively formal tone/word choice and almost never included errors in punctuation & usage.
Dress	Candidate dressed neatly and appropriately every day. Attention was paid to safety and modesty; thus, candidate's dress did not distract from students' learning.
Collegial Interactions	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.
Respect for Students	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.
Responsibility for Student Learning	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.
Work Ethic	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.
Perseverance	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.
Responsibility for Actions	Candidate consistently accepts responsibility for the outcomes of his/her actions.
Organization Planning	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 breaks down 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.

Social Media Technologically Savvy	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.
Workplace Policies & Codes of Conduct	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 at his/her school (if available). Ensures s/he knows and follows district and school policies related to attendance, discipline, crisis management, emergency, and evacuation procedures.
Confidentiality	Candidate is extremely sensitive to the school's policy on confidentiality as related to the children/school/school district in which they student teach. Candidate follows district's policy on photographing or video recording students in the classroom before participating in those activities, and, 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.

The Mid-Assignment Assessment Conference + Growth Plan

This triad meeting is an occasion to systematically document progress toward meeting standards.

- **During:** Using the Colorado Teacher Evaluation Rubrics form, the CT and US, with input from the student teacher, evaluate jointly the student teacher's performance level on each standard element.
  - At the Mid-Assignment conference, we expect student teachers will not have reached a basic level on several elements.
  - You may also note an element has not yet been observed.

  The Growth Plan should identify specific strategies or steps the student teacher will take to improve his/her performance and/or to ensure deliberate efforts are made to gather evidence on any standards not yet observed. Only two areas need to be identified on the growth plan. The ST should take primary responsibility for developing the growth plan but input from both the CT and US is important.
- **After**: **Alert the Director of Field Experiences:** If the ST has not addressed or shown some progress on several elements and others have not been observed, contact the Director of Field Experiences immediately. A Probationary Support Plan, coupled with more intensive observation/documentation, may be necessary to ensure the ST has been provided support to improve performance.

Final Assessment Conference + Student Teacher Final Assessment

The US convenes a Final Assessment conference with the ST and CT. At the Final Assessment conference, the triad revisits the Colorado Teacher Evaluation Rubrics completed at the Mid-Assignment conference. They discuss the student teacher's enactment of the growth plan and verify all elements have been met at least a Basic level *3* by the end of student teaching. The US

verifies all standards have been satisfied during the Final Assessment conference. A final *official* copy of the ST's Colorado Teacher Evaluation Rubrics form is submitted to the Office of Student Services by the US and retained in the ST's permanent file. This final copy includes the Mid-Assignment conference ratings, Mid-Assignment Growth Plan notes, and verification that all competencies have been satisfied.

Performance Based Standards and Professional Feedback

- knowledge of literacy instruction
- knowledge of mathematics instruction
- knowledge of standards and assessment
- knowledge of classroom and instructional management
- knowledge of individualized instruction

- knowledge of technology
- professionalism
- reflective and inquiry orientation
- suggestions for professional growth
- potential for success

Making a PASS Recommendation and Grades in Student Teaching Internship and Seminar

If a student teacher has **not** satisfied all standards at the time of the Final Assessment conference and/or the CT or US does not support a recommendation to pass student teaching, the Director of Field Experiences must be contacted. It is assumed that if a student teacher is not passing, written documentation of specific concerns and efforts to the support the ST have already been placed in the ST's file. The Director will review prior documentation, confer with all individuals, and convene the CT, US, and ST to develop a plan of action. Possible action steps may include extension of the student teaching placement for a period of time, coupled with the development of a Probationary Support Plan, removal from student teaching and reassignment in a new student teaching placement coupled with a Probationary Support Plan, or dismissal from the program. Student teachers do have rights to appeal.

The School of Education takes seriously the CT and US recommendations to PASS a student teacher. The Student Teaching internship course, EDUC 4691/4712/4722/4732, is graded on a Pass/Fail (P/F) basis. Final responsibility for assigning the grade for student teaching rests with the Director of Field Experiences in consultation with the university supervisor. A grade of Fail (F) is only possible if complete written documentation and justification is available, and if the Director of Field Experiences has been previously involved.

The university supervisor is the instructor of record for the student teaching seminar, EDUC 4513 Education and Practice. Grading policies are stated on each supervisor's syllabus. The ST must receive a B or better to be eligible for licensure recommendation. In rare cases, a student may pass student teaching and still receive a grade that is lower than a B in EDUC 4513. If this occurs, the Director of Field Experiences and Associate Dean for Teacher Education will meet with the ST and US to determine whether/if it is possible for the ST to remediate the course grade and therefore be eligible for a licensure recommendation. Grades for EDUC 4513 are submitted online by the supervisor by the stated deadline.

GUIDELINES FOR LETTERS OF RECOMMENDATION

At the conclusion of the student teaching experience, cooperating teachers and university supervisors typically write a letter of recommendation. The following suggestions are offered to assist in creating an effective representation of the student teacher's performance.

- Use official letterhead to write the formal letter of recommendation (university supervisors should use CU-Boulder letterhead and cooperating teacher's should use their school or district letterhead).
- Within the text, use the name the student teacher prefers on official documents.
- Include a brief description of the school and/or community context in which the student teacher was placed.
- Mention the grade levels and courses/subject matter taught by the student teacher.
- Using brief examples or anecdotes, describe two or three of the strengths you observed in the student teacher. Relate these descriptions to pertinent educational issues and/or the Performance Based Standards for Colorado Teachers.
- Comment on the future or potential of the student teacher as a classroom teacher.
- Restrict the length of the letter to one or two pages.
- Sign your letter.

Below follows a list of some indicators of good teaching that may help you think about ways to describe the abilities of the candidate. It is important to make sure your letter is personal and specific to the person you are recommending. These indicators may help you recall examples or anecdotes you can use to support your recommendation.

- Maintains a professional disposition; is reliable, respectful, caring and ethical
- Demonstrates sensitivity to students' needs, interests, and development
- Is culturally literate and responsive
- Is reflective; engages in self-assessment and accepts constructive feedback to improve practice
- Meets professional expectations; is collaborative, informed, and an effective communicator
- Takes a constructive, positive approach in setting guidelines and rules with and for students
- Establishes and maintains developmentally appropriate expectations
- Demonstrates understanding of the impact of relationships with and among students on learning and behavior
- Seeks to understand the learning of all students through a variety of systematic assessments aligned with goals and outcomes
- Draws upon mastery of content and developmental principles to prepare effective instructional plans
- Is clear about the purpose of activities/lessons; uses a variety of teaching/learning strategies
- Collects and uses data to provide consistent feedback to students and their parents, and improve future planning and instruction
- Demonstrates respect and cultural sensitivity in communicating with families
- Utilizes the community as a context for student learning and success
- Demonstrates adeptness in building positive relationships
- Demonstrates knowledge of the discipline(s) being taught
- Utilizes discipline-specific methodology

TROUBLESHOOTING and STRUGGLING STUDENT TEACHERS

What should I do when I see my student teacher make a mistake in the classroom?

Unless the error is critical to the k-12 students' safety and/or well-being, student teachers should be permitted to make mistakes without being openly corrected by you in class. However, it is acceptable to help the student teacher in class if you can do so without embarrassment or without undermining his/her authority. In most cases, you will be able to discuss incidents in private after class. You might want to ask questions that force the student teacher to analyze classroom problems (e.g., Why do you think Robert became disruptive? What might you do differently tomorrow?) The student teacher should learn from mistakes.

What if my student teacher tells me that other obligations are interfering with the amount of time available for student teaching?

CU student teachers know that they are expected to make a full-time commitment to student teaching. They are not permitted to participate in campus courses or other activities that interfere with the school day. Student teacher's commitments outside of student teaching should not interfere with the student teacher's regular classroom teaching duties.

If, after discussing your concerns with the student teacher, problems persist, you should notify the university supervisor to discuss the problem.

What if my student teacher asks to miss a day of school to go to a job fair?

Because many student teachers also seek a regular teaching position during student teaching, they may request permission *up to two days* to attend district-sponsored staff development courses for student teachers, an occasional professional meeting or a "job fair." Approval for attending such meetings is at the discretion of the cooperating teacher and university supervisor.

What if the student teacher performs unsatisfactorily in the classroom?

Step 1: If the cooperating teacher has concerns about the student teacher, the CT should try to address these in daily or weekly conferences with the ST. We advise cooperating teachers to promptly discuss any areas of concern. Putting them off usually makes matters worse and makes taking subsequent action to correct the situation even more difficult.

Step 2: If the concern persists or escalates, the cooperating teacher should speak to the university supervisor. In these situations the CT and the US should detail *in writing* specific problem(s) that need to be resolved, actions/behavioral changes you expect to observe to bring about improvement, resources available, and a timeline for implementation. This written documentation should be shared with the ST and retained by the US. If problems emerge prior to your mid-assignment conference, you may use the Mid-Assignment Growth Plan/Colorado Teacher Evaluation Rubric Form as a format to structure a timeline for improvement.

Questions to help you determine the level and severity of unsatisfactory performance:

- Does the student teacher make decisions about instruction or student-teacher relations which you consider to be unethical? Or Illegal?
- Do the student teacher's actions endanger students?
- Does the student teacher fail to follow through on agreed-upon strategies or steps for improvement?
- Does the student teacher say inappropriate things to the students or to parents?
- Does the student teacher consistently arrive to class or to school late and/or unprepared?
- Does the student exhibit inappropriate dress or hygiene?
- Does the student teacher exhibit gross lack of content knowledge?
- Does the student teacher communicate very poorly - in writing or speaking?
- Is the student teacher antagonistic toward district or school policies and/or teacher requests?
- Is the student teacher unable to develop rapport or is s/he insensitive to student needs?
- Does the student teacher exhibit unprofessional behaviors or attitudes?

Step 3: If after reviewing the questions above OR if serious problems persist without resolution after the cooperating teacher and university supervisor have taken initial action to document and resolve the concerns, contact the Director of Field Experiences in the Office of Student Services, and a consultation will be scheduled (see section below on Misconduct and Removal from Student Teaching). The Director of Field Experiences should be given a "heads up" about a situation with a student teacher on which the US and CT are working even if the Director's support is not yet needed.

Misconduct and Removal from Student Teaching
Seriously unsatisfactory performance can be grounds for terminating an assignment. In extreme cases the CT and/or school administrators may request that the student teacher leave the school.

There is no excuse for misconduct or imprudent behavior on the part of the student teacher. If a student teacher engages in illegal or unethical actions or endangers students, contact the Director of Field Experiences immediately. Such behaviors may be grounds for immediate dismissal from student teaching.

The Office of Student Services has an established procedure to respond to struggling student teachers and/or issues of misconduct and/or removal from student teaching. The Director of Field Experiences initially gathers and reviews documentation regarding concerns about a ST's performance. Next, the Director consults appropriate individuals who have direct knowledge of the ST's performance (e.g., CT, US, and building administrator). Then, the Director convenes a meeting with appropriate individuals (e.g., CT, US, ST, building administrator, and the ST's faculty advisor or advocate may also be invited). The purpose of the meeting is to clarify the nature of the concern and to determine a course of action. Possible action steps may include extension of the student teaching placement for a period of time, coupled with the development of a Probationary Support Plan, removal from student teaching and reassignment in a new student teaching placement coupled with a Probationary Support Plan, or dismissal from the program. See the section in the *Student Handbook*, *Removal from Student Teaching and/or Dismissal from Program*. Student teachers do have rights to appeal.

DEVELOPING THE EDUC 4513 SYLLABUS (for US only)

EDUC 4513 *Education and Practice* is a co-requisite course (with EDUC 4691/4701/4712/4722/4732) that students will take during their student teaching semester. As a university supervisor, you will be the instructor of record for the student teachers you are assigned to supervise. All supervisors submit your syllabi to the Director of Field Experiences as indicated on the August and January calendars.

New Supervisors should have the Director of Field Experiences review their syllabi before distributing it to student teachers.

The Director of Field Experiences provides a syllabus template. The syllabus includes required objectives and edTPA assignment. edTPA is the major assignment in your course and counts for 50% of the overall course grade. Students must complete edTPA in the context of this class. Students must earn a "B" or better in the seminar course in order to be recommended for licensure.

As instructors, each supervisor is responsible for the following instructional decisions in his/her syllabus:

- Additional readings (you may also choose to not include additional readings)
- Seminar topics and dates (see list of suggested below)
- Proportion of 50% of overall course grade (you decide what proportion of overall grade is met through written/other assignments and what proportion is met through participation in seminar)
- Written or other assignments (e.g., reflection journals, letter of introduction to parents, personal growth essays, analysis of video tasks, etc.)
    - Criteria for evaluation of your chosen assignments
    - Expectations for submission of your chosen assignments
    - Policies on late work and/or opportunities to revise sub-par work
- Participation Expectations
    - Attendance policy and how tardiness/absences affect overall participation grade
    - Criteria for evaluating engagement in seminar activities/sessions

The seminar meets ten times during the semester. The first meeting occurs at the Student Teaching Kick-Off session on campus. Although the meeting time for seminars was specified when students registered for this course, you may decide to reschedule seminar meetings to accommodate the student teachers' needs and your schedule. Some supervisors find it most helpful to their student teachers to meet weekly in the beginning of the semester to provide student teachers with the needed support and resources for their many questions, particularly those associated with the Teacher Performance Assessment, and then biweekly toward the end of the semester. Other supervisors meet biweekly in the beginning in order to give their student teachers time to get acclimated to their new environment, and then weekly at the end of the semester to provide on-going feedback as they assume solo or co-teaching responsibilities. This decision is up to you, based on perceived needs at various times throughout the semester.

You must also work out a meeting location. Some supervisors rotate meetings among their student teacher's school sites; some choose a convenient location that is near where all the STs work or live, some meet in the supervisor's home, and some choose to meet on campus. If you wish to meet on campus, please work with staff in the Office of Student Services to reserve a classroom or conference room.

Be sure to communicate your meeting times, days and assignment due dates in the EDUC 4513 syllabus. All work should be completed by the first week of May for spring semester or December for fall semester, so grades may be entered in the CU System.

Suggestions for Seminar Topics (not limited to this list)

- Orientation to student teaching
- Inviting and inclusive classrooms
- edTPA tasks and progress
- Preparing effective lesson plans (standards based)
- Responsibility and professionalism
- Characteristics of an effective teacher
- Effective communication
- The need for self-care
- Networking opportunities and how to take advantage of these
- Utilizing professional development opportunities
- Classroom management
- Time management
- Technology
- Higher order thinking skills
- Assessment
- Reflection
- Special education/special needs
- Career development (interviewing/job search)
- School options (public, charter, private, parochial, etc.)
- Parents as partners
- Culturally responsive teaching
- Social justice

ADMINISTRATIVE MATTERS

Because campus administrative procedures change regularly, communication about administrative procedures and deadlines will occur primarily by email. Below follow general guidelines for major administrative procedures. Please contact the Field Experience Administrative Assistant if you have specific questions about any administrative matter.

Forms: Access to Forms and Submission of Forms

FORMS SUBMITTED to OSS and RETAINED IN EACH STUDENT TEACHER'S PERMANENT FILE	
University Supervisor	*Cooperating Teacher*
Verify **Student Teaching Contract information** at initial triad conference **and** submit changes to OSS The following are put in an electronic file for each ST and all STs' documentation will be on the labeled DVD that each US turns in to the OSS at the end of the semester. **Observation Forms** **Colorado Teacher Evaluation Rubrics Form** **Letter of recommendation (optional)** **EdTPA Project (prepared by ST)**	**Colorado Teacher Evaluation Rubrics Form** **Letter of recommendation (optional)**

ADMINISTRATIVE FORMS and PROCEDURES			
University Supervisor		**Cooperating Teacher**	
FORM	SUBMITTED TO:	FORM	SUBMITTED TO:
Signed contract	Dean's Office	Student Teaching Contract, CT information and updates	SOE Office Student Services
Updated resume	Dean's Office		
Direct Deposit information	Dean's Office	CDE Recertification Log (optional)	Colorado Department of Education (CDE)
Mileage Logs	SOE Office of Student Services	Registration Form for CU Credit (optional) OR W-9 for Stipend	Administrative Assistant to Directors of Field Experiences
Grades	Online		
		CT Evaluation of US (online)	Online survey link sent in email
US Evaluation of CT (online)	Online survey link sent in email		

Optional: Licensure Renewal Credit from CDE (for Cooperating Teachers)

Cooperating teachers may earn up to 6 hours of licensure renewal credit by working with a student teacher. Check with your school and district policies regarding the maximum credits that may be awarded for mentoring a student teacher. One hour of credit may be earned for every 15 hours of one-on-one time with your student teacher. **Do *not include* time spent observing your student teacher in the classroom or time the ST spent observing you in the classroom or time the ST spent working with students in the hours you report as one-on-one mentoring for renewal credit.** You must maintain a log (available on SOE website and/or sent to you by the Office of Student Services). Your log must be approved by your school principal. The completed log should be submitted with your application for licensure renewal paperwork to the Colorado Department of Education (CDE). This log and paperwork is NOT sent to the OSS. A CT sends this directly to CDE when ready to renew the teaching license.

Optional: Free CU Credit for Mentoring a Student Teacher (for Cooperating Teachers)

The Office of Student Services can offer up to 2 semester hours of credit for mentoring a student teacher. One cooperating teacher may receive 2 semester hours of credit. If two cooperating teachers share a student teacher, they may each receive 1 semester hour of credit. CTs will be given the opportunity to indicate their interest in receiving credit with tuition paid by the University of Colorado.   A deadline for submitting the registration form will be provided for fall and spring semesters. Many school districts will allow these credit hours to be used for salary credits. Check with your district. These hours may also be used for CDE recertification. CTs who register for these credit hours may request a transcript, from CU's Registrar's Office, within a month of finishing the student teaching mentorship.

Optional: $100 Stipend for Mentoring a Student Teacher (for Cooperating Teachers)

The Office of Student Services can offer $100 stipend for mentoring a student teacher for those CTs who do not need course credit and would prefer the stipend. A CT may not request both a stipend and course credit.

Optional: Licensure Renewal Credit from CDE (for University Supervisors)

If a **supervisor** would like to receive recertification credit for supervising, please let the Director of Field Experiences know and a certificate will be provided at the end of the semester of supervision.

Payment Procedures for University Supervisors

The Dean's office manages contracts and updates to personal information or direct deposit information. Any questions regarding contract payments or direct deposit payments should be directed to the Dean's office.

Travel Procedures and Mileage Reimbursement for University Supervisors

Travel reimbursement policies/procedures and blank mileage logs are sent to US at the beginning of each semester. The US must submit mileage logs to the Field Experiences Administrative Assistant by email. Expenses are entered into the CU Expense system and must be approved and submitted by the US.

Making Copies for Seminar Course (University Supervisors)

Copies for use in your EDUC 4513 course may be made in the School of Education. The copy code is provided to US at the beginning of the semester.

Desire to Learn (D2L): Learning Management System (University Supervisors)

To request your course, please use the Office of Information Technology request form. Your section number will be sent to you by the Office of Student Services and will be available on the Website for Supervisors. New supervisors will not be able to request a course until they have received their CU Identikey and Password. For assistance with your D2L course, you may contact the CU Helpline at (303)735-HELP or the SOE faculty assistants at (303)492-1954 or (303)492-8742. Tutorials are available on the D2L site when you log-in at learn.colorado.edu or through the Office of Information Technology .

Submitting Grades

Online grade submission dates and guidelines will be available on the website for supervisors.

FINAL COMMENTS

Perhaps the best advice we can offer comes from student teachers themselves. The following list of suggestions was provided by student teachers and is included here:

- Seek the middle ground between helping the student teacher and leaving the student teacher alone.
- Please don't overlook culture (e.g., dress code, lunchroom etiquette, appropriate bathrooms to use).
- Introduce the student teacher to the faculty and the administration.
- Give the student teacher copies of school policies, rules, etc.
- Although students are often curious about the background of the student teacher, it is important that, when introducing your student teacher, your students clearly understand that this person will serve in the capacity of a teacher.
- Help the student teacher learn how to grade; give him/her a grade book and a planning book.
- Make specific improvement goals as the student teacher goes along.
- Help set up observations of teachers and other staff.
- Start with easy things.
- Tell the student teacher that s/he is supposed to discipline students, even before they are really teaching; sometimes they're not sure if this is their responsibility.
- Do not discipline or correct the student teacher in front of the students.

- Be accessible; talk with the student teacher every day.
- Tell the student teacher when you really believe something is not going to work, but allow him/her to fail.
- Be specific in your feedback and directions; don't expect perfection.
- Ask "How are you doing?" often.
- Tell the student teacher when lessons go well; s/he may not really know.
- Let the student teacher know when you appreciate him/her (little notes, etc.).
- Make the student teacher get up in front of the class in some fashion immediately. Do not allow the student teacher to be just an "observer," even for a day.
- Team teaching a lesson, unit, etc. is very valuable.
- Involve your student teacher in long range planning.
- Do a mock interview or set one up with an administrator or another staff member.
- Provide curriculum guides, objectives, etc. and a list of what's already been taught.
- Ask the student teacher to tell you where/how you can help (especially when fully in charge).
- Allow changes (bulletin boards, seating charts) that are the student teacher's own ideas and work.
- Teach the student teacher to always state expectations to the class.
- Help get the principal's support for the student teacher.
- Do a journal and/or talk reflectively on a regular basis.
- Combine your creative talents.
- Videotape the student teacher.
- Let the student teacher try things for him/herself.
- Be positive.

Conferencing

Purpose: A good conference after a classroom observation should a) promote self-reflection on the part of the student teacher, b) provide positive feedback on teaching strengths, and c) identify one or two improvement areas for future observations. It is best to limit suggestions for improvements by identifying one or possibly two areas which you feel are most important. Then allow the student teacher time to practice and work on those areas. Student teachers can be easily overwhelmed if they are bombarded with suggestions and seem to make more progress when they can address one area at a time.

Questions to Consider for Conferences:
- What was expected of the students in terms of behavior?
- How did they know what was expected?
- What did you do to get the students ready to learn?
- What materials did the students need for the lesson?
- What was the purpose of the lesson?
- Why is this lesson/learning important?
- What did you do to make the purpose clear to the students?
- How does this learning relate to previous or future learning?
- What did you do to make this relationship clear?
- Why did you choose to use this particular teaching strategy?
- What other strategies might have worked?
- How do you/will you know that students achieved the purpose of the lesson?
- What did you/will you do for students who had trouble with the lesson?
- What did you/will you do to reinforce the learning?
- What did you do to wrap-up the class?
- How do you know the students left with a clear understanding of the lesson and any homework they had?
- What are your plans for tomorrow? Where will you take this from here?
- What did you do to motivate students?
- What did you do to help students understand why this learning is necessary?
- What did you do to accommodate differences among the students in the class?
- How do you think the lesson went?
- What would you do differently in the future? Why?

Appendix A: Important Forms and Documents for Supervising Student Teaching

Many forms associated with student teaching are available on the School of Education's web site:

http://www.colorado.edu/education/current-students/student-teaching-field-experiences/resources-student-teaching#requirements

 As indicated below, some forms are required; others are available as options. An explanation of each form, who completes it, when it should be used, and what to do with each is given below.

S — to be completed by the Student Teacher

C — to be completed by the Cooperating Teacher

U — to be completed by the University Supervisor

Required Forms (presented in order of use)

Planning Calendar (C, U)
This calendar contains noteworthy dates to help you keep your student teachers informed about workshops and meetings; a suggested time line for you to follow for observations; and deadlines for the completion of materials.

Student teacher's Handbook (S, C & U as needed for reference)

The Student Teacher Handbook (Professional Practice in Student Teaching) outlines the student teacher's role and responsibilities for the student teaching semester. This handbook contains information to facilitate the student teacher's experience and should be read by the student teacher, cooperating teacher, and university supervisor.

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

This form is to be completed in the first few days of each student teaching assignment. It should be completed by the student teacher in consultation with the cooperating teacher(s) and be given to the university supervisor. It should include subjects taught/time of day, planning periods, specialists. Any changes in the student teacher's schedule are to be given to the university supervisor as soon as they are known. This form is to be retained by the university supervisor. The cooperating teacher may have already developed an in-school schedule and, in that case, the student teacher may simply make a copy of it and give it to the supervisor.

Colorado Teacher Evaluation Rubrics (C, S, U)

This form is a place to record progress toward an eventual verification of satisfying Performance-Based Standards for Colorado Teachers. At the mid-assignment assessment/growth plan conference, the supervisor, cooperating teacher, and student teacher collaboratively document progress toward satisfying standards and set growth plan goals. At the final conference, the supervisor, cooperating teacher, and student teacher ensure all standards have been satisfied, and then the supervisor submits a completed form to the Office of Student Services on a DVD of all documentation.

Cooperating Teacher Evaluation of University Supervisor (C - Online)

A link for the exit survey for the cooperating teacher to evaluate the performance of the university supervisor will be sent by email near the end of the semester. Completed assessments are compiled and reviewed by the Director of Field Experiences.

University Supervisor Evaluation of Cooperating Teacher (U - Online)

A link for the exit survey for the University Supervisor to evaluate the performance of the cooperating teacher will be sent by email near the end of the semester. Completed assessments are compiled and reviewed by the Director of Field Experiences.

edTPA Handbook (S, C, U)

This document helps you understand the purpose of each edTPA task. It is a key resource as student teachers prepare their edTPA. It will be emailed to cooperating teachers and supervisors as well as student teachers.

edTPA Video Materials Permission Form English & Spanish Versions (S)

Use this official CU Video Permission Form to secure parent/guardian permission to record video and gather artifacts of student work for the edTPA. Scanned copies of the signed permission forms must be included on the ST's edTPA flash drive.

edTPA Submission Guidelines for Flash Drives (S)

Student Teachers are required to submit a flash drive with their edTPA and supporting documents to the university supervisor. These guidelines will be emailed to student teachers and supervisors.

Optional Forms (presented in alphabetical order)

The following forms are also available for possible use during the semester and can also be found on the website link listed at the beginning of Appendix A:

Getting Ready for the Semester (S)

This document provides the student teacher with useful checklists on which you can record district and school policies, staff information, grading and student behavior expectations, and information about parents and the community. The checklists include important questions student teachers will need to address with their cooperating teacher the first week or so of school. They also help think through policies in a *proactive* way.

Plan for Teaching(S, with input from U and C)

The Plan for Teaching assists the student teacher, cooperating teacher, and supervisor to shape a reasonable timeline for gradual assumption of teaching responsibilities and to set dates for solo and/or co-teaching. This plan also includes suggested emphases and appropriate responsibilities for each week of the student teaching semester.

Student Teacher Profile/Cooperating Teacher Profile (S, C)

These profiles provide a way for the CT and ST to share some personal information.

Weekly Student Teaching Activity Plan (S, C)

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