

Student Teaching Handbook

**Colorado
State
University**

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School of Teacher Education & Principal Preparation

STEPP

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PREFACE

This Student Teaching Handbook is intended for student teachers, Cooperating Teachers, and University Supervisors. It may also serve as a useful reference for administrators of the cooperating schools and for other individuals directly or indirectly involved with the Colorado State University student teaching experience. The handbook expresses the beliefs of the faculty of STEPP and suggests ways to facilitate the “success” of the student teaching experience.

The purpose of the student teaching experience is to provide prospective teachers with extended experiences in actual classroom situations. In these settings, student teachers participate directly in teaching-learning situations under the guidance of experienced teachers. While engaged in student teaching, student teachers have opportunities to test theories and put into practice pedagogical methods and technical content they have learned. Most importantly, through student teaching, they have opportunities to grow through experiences of working in “real” situations with expert mentors. Without question, the student teaching experience is the most important single experience in the entire teacher preparation program and will perhaps influence the future success of prospective teachers more than any other single segment of their formal education.

The STEPP faculty and staff at Colorado State University are pleased to make this handbook available for the preparation of new teachers.

With best wishes for a successful student teaching experience,

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This handbook, plus additional forms and information, can be found at
www.stepp.cahs.colostate.edu

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INTRODUCTION

The Student Teaching Experience

The student teaching semester is the capstone experience in a comprehensive program for the professional development of teacher candidates. This experience provides opportunities for teacher candidates to test methods and theories of teaching, to develop effective strategies for teaching and learning, to identify teaching strengths and weaknesses, and to develop a personal teaching style. Teacher candidates bring with them an understanding of content, classroom management and teaching strategies from previous coursework and field experiences. Their success will depend on their ability to reflect on these professional courses and apply educational principles and techniques within the classroom. Supervision emphasis will be on assisting the teacher candidates' own construction of the realities of teaching through application, inquiry, and reflection on learning and teaching.

The purpose of student teaching is to provide teacher candidates with extended experiences in classrooms and schools working directly in teaching-learning situations under the guidance of Cooperating Teachers. The teacher candidate is supported by both the Cooperating Teacher and a University Supervisor in planning and implementing lessons and in learning about the school and its community. The model of the CSU student teaching semester is one of continued professional growth and learning through experience and reflection.

Eligibility to Student Teach

In order to be eligible to student teach, teacher candidates must have:

- 90% of content area coursework completed with grades of C or better and no incomplete grades outstanding. (Exceptions can be made when requests are initiated by the student and supported by the student's content advisor and the STEPP staff. All coursework must be completed as part of the eligibility to earn the program's institutional recommendation for licensing.)
- All prerequisite education coursework completed with grades of C or better.
- 2.75 cumulative GPA calculated on all CSU coursework (3.0 Social Studies).
- Registered for 11-12 credits of EDUC485A/B/C or EDCT485 (Student Teaching) and 1 credit of EDUC493A or EDCT 492 (Professional Relations Seminar)
- Passing score on the state licensing exam (PLACE®; Praxis II)

Objectives of Student Teaching

Course Expectations

Every student teacher must demonstrate what he/she knows and can do. The following expectations are built on good educational practice and state standards for teacher licensure. Demonstration of every component is required and will be documented through completion of classroom observations and the Teacher Work Sample.

Planning

- Daily (short range) Planning - Develop written daily plans for all lessons that include critical components and characteristics of good instruction.
- Unit (long range) Planning - Develop at least one Unit Plan that includes all the components and characteristics of good instruction.

Instruction

- Demonstrate competence using at least 5 different instructional strategies: Concept, Cooperative, Inquiry, Lecture, Questioning/Discussion, Other
- Demonstrate competence with teaching aids and technology
- Demonstrate ability to analyze and correct instruction using video tape and written analysis

Assessment

- Demonstrate competence in developing a variety of assessments that are valid and reliable
- Consistently monitor and assess student progress throughout instruction
- Utilize pretests and posttests to assess student growth and improvement and provide remediation strategies
- Demonstrate ability to interpret student assessments to critique effects of teaching
- Help prepare students for state assessments

Management of Learning Environment

- Develop positive, task-oriented classroom environment
- Develop positive relationships with students
- Deal appropriately with discipline problems

Communication

- Demonstrate respectful and effective communication skills
- Maintain clear communication with parents
- Create and maintain positive school and professional contacts
- Demonstrate a stewardship approach to teaching

Professionalism

- Understand and follow the Professional Code of Ethics
- Understand and follow laws pertaining to schools, teaching, and the care of children
- Demonstrate understanding of federal, state, and local governance systems relating to education and teaching.
- Demonstrate competence with and understanding of state and content standards

Performance-Based Standards

Student teachers are expected to achieve competence on all Performance-Based Standards for Colorado Teachers. The Expectations Check Sheet form is posted on the www.stepp.cahs.colostate.edu website and monitors the teacher candidate's demonstration of developing proficiencies for licensure in Colorado.

Performance-Based Standards for Colorado Teachers

Standard One: Knowledge of Literacy: The teacher shall be knowledgeable about student literacy development in reading, writing, speaking, viewing, and listening. The teacher has demonstrated the ability to:

- 1.1 Plan and organize reading instruction based on ongoing assessment.
- 1.2 Develop phonological and linguistic skills related to reading including:
 - Phonemic awareness.
 - Concepts about print.
 - Systematic, explicit phonics.
 - Other word identification strategies.
 - Spelling instruction.
- 1.3 Develop reading comprehension and promotion of independent reading including:
 - Comprehension strategies for a variety of genre.
 - Literary response and analysis.
 - Content area literacy.
 - Student independent reading.
- 1.4 Support reading through oral and written language development including:
 - Development of oral English proficiency in students.
 - Development of sound writing practices in students including language usage, punctuation, capitalization, sentence structure, and spelling.
 - The relationships among reading, writing, and oral language.
 - Vocabulary development.

- The structure of standard English.
- 1.5 Utilize Colorado Model Content Standards in Reading and Writing for the improvement of instruction.

Standard Two: Knowledge of Mathematics: The teacher shall be knowledgeable about mathematics and mathematics instruction. The teacher has demonstrated the ability to:

- 2.1 Develop in students an understanding and use of:
- Number systems and number sequences.
 - Geometry.
 - Measurement.
 - Statistics and probability.
 - Functions and use of variables.
- 2.2 Utilize Colorado Model Content Standards in Mathematics for the improvement of instruction.

Standard Three: Knowledge of Standards and Assessment: The teacher shall be knowledgeable about strategies, planning practices, assessment techniques, and appropriate accommodations to ensure student learning in a standards-based curriculum. The teacher has demonstrated the ability to:

- 3.1 Design short and long range standards-based instructional plans.
Develop valid and reliable assessment tools for the classroom.
- 3.3 Develop and utilize a variety of formal and informal assessments, including rubrics.
- 3.4 Assess, compare and contrast the effects of various teaching strategies on individual student performance relative to content standards.
- 3.5 Use assessment data as a basis for standards-based instruction.
- 3.6 Provide effective verbal and written feedback that shape improvement in student performance on content standards.
- 3.7 Prepare students for the Colorado Student Assessment Program (CSAP), Third Grade Literacy Assessment, and other assessments of educational achievement.
- 3.8 Ensure that instruction is consistent with school district priorities and goals, the Colorado Model Content Standards, and the 1999 Colorado Accreditation Program.

Standard Four: Knowledge of Content: The elementary teacher is knowledgeable, in addition to literacy and mathematics in the following content areas: civics, economics, geography, history, science, music, visual arts, and physical education. Middle school and secondary content teachers shall be knowledgeable in literacy and mathematics and expert in their content endorsement area(s). The teacher has demonstrated the ability to:

- 4.1 Utilize content knowledge to ensure student learning.
- 4.2 Enhance content instruction through a thorough understanding of all Colorado model content standards.
- 4.3 Apply expert content knowledge to enrich and extend student learning.
- 4.4 Integrate literacy and mathematics into content area instruction.

Standard Five: Knowledge of Classroom and Instructional Management: The teacher is knowledgeable about classroom practice in order to successfully manage time, communications, and record keeping procedures that will support and enhance student learning. The teacher has demonstrated the ability to:

- 5.1 Create a learning environment characterized by acceptable student behavior, efficient use of time, and disciplined acquisition of knowledge, skills, and understanding.
- 5.2 Apply sound disciplinary practices in the classroom.
- 5.3 Apply appropriate intervention strategies and practices to ensure a successful learning environment.
- 5.4 Raise the academic performance level of a group of students, over time, to a higher level.
- 5.5 Understand the cognitive processes associated with various kinds of learning (e.g. critical and creative thinking, problem structuring and problem solving, invention, memorization and recall) and ensure attention to these learning processes so that students can master content standards.
- 5.6 Work in cooperation with library media and other resource specialists in providing student instruction on how to access, retrieve, analyze, synthesize and evaluate information, and integrate these information literacy skills into the curriculum to accomplish standards-based learning activities.
- 5.7 Accurately document and report ongoing student achievement.

- 5.8 Communicate with parents and guardians effectively in order to involve them as participants and partners in student learning.
- 5.9 Communicate a variety of assessment results, and their implications to students, parents, guardians, professionals, administrators, and the community .

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

- 6.1 Employ a wide range of teaching techniques to match the intellectual, emotional, and social level of each student, and choose alternative teaching strategies and materials to achieve different curricular purposes.
- 6.2 Design and/or modify standards-based instruction in response to diagnosed student needs, including the needs of exceptional learners and English language learners.
- 6.3 Utilize his/her understanding of educational disabilities and giftedness and their effects on student learning in order to individualize instruction for these students.
- 6.4 Teach students within the scope of a teacher's legal responsibilities and students' educational rights, and follow procedures as specified in state, federal and local statutes.
- 6.5 Develop and apply individualized education plans.
- 6.6 Collect data on individual student achievement and be accountable for each child's learning.
- 6.7 Use specific knowledge of student medical conditions and medications and their possible effects on student learning and behavior.

Standard Seven: Knowledge of Technology: The teacher is skilled in technology and is knowledgeable about using technology to support instruction and enhance student learning. The teacher has demonstrated the ability to:

- 7.1 Apply technology to the delivery of standards-based instruction.
- 7.2 Use technology to increase student achievement.
- 7.3 Utilize technology to manage and communicate information.
- 7.4 Apply technology to data-driven assessments of learning.
- 7.5 Instruct students in basic technology skills.

Standard Eight: Democracy, Educational Governance and Careers in Teaching: The teacher recognizes the school's role in teaching and perpetuating our democratic system. The teacher knows the relationships among the various governmental entities that create laws, rules, regulations, and policies that determine educational practices. The teacher has demonstrated the ability to:

- 8.1 Model and articulate the democratic ideal to students, including:
 - The school's role in developing productive citizens.
 - The school's role in teaching and perpetuating the principles of a democratic republic.
- 8.2 Develop, on the part of the students, positive behavior and respect for rights of others, and those moral standards necessary for personal, family and community well being.
- 8.3 Understand and respond to influences on educational practice including:
 - Federal and state constitutional provisions.
 - Federal executive, legislative and legal influences.
 - State roles of the governor, legislature and State Board of Education.
 - Local school districts, boards of education and boards of cooperative educational services.
 - Non-traditional and non-public schools, including: charter schools, religious schools and home schooling.
 - Public sector input from business, advocacy groups, and the public.
- 8.4 Promote teaching as a worthy career and describe various career paths in education, including local, state, national, and international options, higher education, public and private education.
- 8.5 Evaluate his/her own performance and access the professional development options necessary to improve that performance.

STUDENT TEACHING POLICIES

Student Teaching Dates

Student teachers officially begin their student teaching at the beginning of the fall semester, or immediately following the Winter break, according to the placement school/site calendar. That is, they **begin with the school, not the University calendar.**

Student teaching requires full-time, on-site attendance for 15 weeks or no less than 75 days for secondary endorsements; 16 weeks or no less than 80 days for K-12 art or music, early childhood education, or business and marketing endorsements.

Attendance. During the student teaching semester, candidates are expected to demonstrate their readiness to teach by assuming the characteristics of a professional teacher. One of the most important responsibilities of a teacher is to be in attendance every day and to plan for student learning. When student teachers must be absent, they are expected to notify their Cooperating Teacher in advance and to provide complete lesson plans, materials, and necessary resources. The University Supervisor is to be notified of all absences. The student teacher will be required to make up absences in excess of three (3) days. **The early childhood education (ECE) student teacher** may have no more than two (2) absences in an 8-week placement and no more than three (3) absences for the 16-week experience.

For absences due to illness, teacher candidates should call the Cooperating Teacher(s) as early as possible. Other absences (family emergency, professional obligations, teacher fairs) *must have prior approval of the Cooperating Teacher.*

Extended Absence. Teacher candidates who are unable to complete the student teaching assignment because of an extended absence (illness, injury, family emergency, etc.) and who have otherwise been performing adequately in student teaching will receive an incomplete. In some situations, students may be eligible for a second student teaching assignment. The candidate must meet with the Admissions and Retention Committee prior to a decision being made on the opportunity for a second student teaching placement. Note that a grade of “Incomplete” is allowed only for emergency situations and not for performance problems.

Substitute Teaching. Student Teachers are not permitted to substitute during their student teaching contract days. If the Cooperating teacher will be absent, it is imperative that the school provide a substitute teacher, for legal purposes. The student teacher may continue to teach, as long as a licensed substitute is in attendance, and aware of everything which goes on in the classroom. The responsibility for the learning and safety of the students cannot legally be delegated to student teachers.

Liability and Workers’ Compensation for Student Teachers

During the formal student teaching period, as defined on the student teaching contract signed by the Cooperating Teacher, school administration, and student teacher, the school site has responsibility for liability and workers’ compensation. As per Colorado Revised Statute 22.62.105, “The student teacher, during his practice teaching in a school, shall be deemed an employee of the school district for the purpose of workers' compensation and liability insurance as provided for other school employees.” Candidates are also encouraged to purchase personal liability coverage through one of the professional organizations available to them.

Additional Information:

Environmental Health Services at Colorado State University
Phone (970) 491- 6745
Fax (970) 491-4804

Legal Implications for the Student Teacher and Cooperating Teacher

Cooperating teachers **cannot** delegate their responsibilities to student teachers for the learning and safety of their pupils. Student teachers are to be supervised at all times. Therefore, it is not appropriate for them to substitute for the teacher. Constant supervision does not mean the Cooperating Teacher must be in the room at all times, but they should be available and aware of everything that goes on within the classroom. The student teacher should know how and where to get assistance at all times.

Supervision of Student Teachers

Regular and planned supervision of the student teacher is the joint responsibility of the Cooperating Teacher and the University Supervisor. University Supervisors will meet with both the student teacher and the Cooperating Teacher early in the semester to assist in the development of a planned program of visits and assessments. University Supervisors will make at least four formal observations and provide formative feedback and suggestions for improvement. They may also make unannounced visits and observations during the semester. Assignments of Supervisors are made based on many factors. The STEPP faculty and Supervisors recognize that the match between a Supervisor and student teacher may not always be satisfactory. Because of this, a “Request to Change Supervisor” process has been developed. The changing of a Supervisor is not taken lightly and is not done without great care for all parties involved and a great amount of information from many sources. Student teachers are asked to contact the Student Teaching Coordinator if they feel a change is necessary. Additional information will then be shared about the process. Submission of a request does not guarantee a change can be or will be made.

The Cooperating Teacher should be available to the student teacher on a daily basis, provide frequent observation feedback and support for the planning and learning process. There will be at least one three-way conference for a final evaluation and discussion of the teacher candidate’s final grade. However, final grades are the ultimate responsibility of the University Supervisor.

Responsibilities of the Student Teacher

As a student teacher, it is your responsibility to acquire the professional persona of a teacher and to learn all you can about teaching. There are a number of people who will work with you to help make that happen. There are, however, a few things that only you can provide. First, is your sincere and full-time attention to your work in the school, the second is your willingness to be both respectful and flexible in all your interactions with people.

The Student Teaching semester is a graded course. It is to your benefit to become familiar with the expectations for your performance and the criteria for each. The CSU evaluation form outlines five proficiencies: planning, instruction, content knowledge, learning environment, and professionalism. Be sure to review the indicators for each area. You are expected to work at meeting these expectations and to ask for assistance as needed. You may also want to review the **Evaluation** section of this Handbook for more information about your evaluation.

Requirements for Student Teachers

Attendance

- Fall student teachers begin their semester at the end of summer vacation when their Cooperating Teacher returns to school, not when University classes begin. Spring student teachers begin their semester immediately following the school's Winter break.
- You are expected to follow the procedures of your assigned school. Student teachers should arrive early and leave late, not be absent from school (except for very good reasons), and remain at school and "on duty" during school hours.
- Look like a teacher. Find out what professionals wear and adjust your wardrobe accordingly.
- Act and speak like a teacher. You are there to be a teacher, not a "buddy" to the children and adolescents.
- Attend faculty meetings, in-service workshops, parent meetings, a school board meeting, a school function.

Introductory Phase of Teaching

- Prior to the beginning of your work in the school you should meet with the teacher for an interview. In most schools, the administrators also like to meet student teachers working in their buildings. This is a good contact for you to make.
- Obtain and READ the school handbook. Find out what is expected of teachers and staff.
- If possible, observe the teacher at work, obtain curriculum guides, textbooks, and materials.
- Learn about the school policies and expectations for student behavior and grading.
- Tour the school; introduce yourself to other members of the school community.
- Seek opportunities to learn more about teaching -- subscribe to a teaching journal, surf the web, revisit the library.
- Prepare -- develop organization skills, obtain appropriate materials, set up a grade book, start an "ideas" file.
- Meet with your Cooperating Teacher to plan your phase-in to teaching.
- Stay healthy -- get lots of sleep, take your vitamins, drink lots of water, and wash your hands often.
- You are strongly encouraged to not be working an outside job during this semester.

Your First Week

- Observe the teacher at work, interact with the students and learn their names.
- Set up seating plans.
- Become familiar with the curriculum and the teacher's planning.
- Get to know other staff members; special educators, counselors, the nurse, tutors.

Teaching

- It is your responsibility to support the teacher's obligation to provide the best possible education to all students.
- Good instruction starts with good planning. You will be expected to create and follow comprehensive lesson plans throughout your student teaching. These plans must be standards-based.
- Learn about and use a variety of materials and resources to present material.
- Develop and implement effective strategies for managing a positive learning environment, including classroom management and discipline.
- Know your students and provide appropriate learning opportunities.
- Follow the rules and expectations for teachers in all areas, including attendance, discipline, assessment, and deadlines.
- Treat all student and "in-school" information with the utmost confidentiality.

- Communicate with students and parents.
- Be an active member of the school community. Attend meetings and events, perform duties as required, participate and volunteer.
- Meet and/or communicate with your Cooperating Teacher on a daily basis.
- Meet with your University Supervisor at scheduled times.
- Be attentive to deadlines and appointments. Keep a daybook schedule.
- Be an active participant at all student teaching seminars.

Preparing to Leave

- Prepare for your leaving by planning a phase-out process.
- Leave the students ready to work with the Cooperating Teacher.
- Leave behind a reputation of a quality teacher and valued colleague.
- Leave all grades and good records with your Cooperating Teacher. Both the students and their teacher should be aware of the students' grades at the time you leave. Return all borrowed items.

Responsibilities of the Cooperating Teacher

The role of the Cooperating Teacher is complex and of the utmost importance in this learning to teach process. The Cooperating Teacher is, for this period of time, the on-site teacher educator. You will fill a number of roles: mentor, role model, guide, advisor, and friend.

The most important consideration in this student teaching program is for the students in your classroom. It is also our belief that student teaching should be a high quality learning experience for the student teacher, not a survival exercise. To these two ends, we offer the following suggestions.

Cooperating teachers are paid a small honorarium for working with a student teacher. (This payment is taxable income; therefore CSU requires that a W-9 form be on file for each Cooperating Teacher. Once a W-9 form is on file with the University, new forms do not need to be completed for subsequent semesters.) Honoraria are not funded from the special course fee for student teaching. Funds are resourced from resident instruction allocations provided in the School of Education's regular budget. Payments vary due to the length of the student placement-- 8 weeks, 15 weeks, or 16 weeks. Terms vary by endorsement areas. Another determinant is whether one or more Cooperating Teachers are working with a given student teachers. For a 15-week placement, the sum is \$125. If a student has more than one Cooperating Teacher, the individual payment will be split among the Cooperating Teachers. For 8-week placements, the honorarium is \$75.00. In a few instances this amount is further sub-divided by the number of Cooperating Teachers involved.

Colorado Department of Education and/or CSU Continuing Education credit is available for teachers who work with a student teacher. Credit forms are provided at the end of this handbook. *We are proud of the many exemplary professionals who work with our teacher candidates. They deserve utmost respect and honor for their contribution to the teacher education process.*

Suggestions for Cooperating Teachers

Orientation

Consider working with the student teacher as a co-teacher. Team planning and team teaching can be effective ways to model sound techniques and better guarantee a quality experience for all involved. Please check out our website address at www.stepp.cahs.colostate.edu for more details.

1. Prior to the arrival of the student teacher, prepare your students for his/her arrival.
 - Introduce the student teacher as a co-teacher for the semester. This helps develop early perceptions of the student teacher as a responsible member of the faculty.
 - Tell them something about their new teacher and of changes that will be occurring as a result.

2. Help create a feeling of welcome for the student teacher.
 - Set up a space for him/her, including a desk.
 - Obtain a school handbook for the student teacher.
 - Introduce him/her to other members of the staff.
 - Take him/her on a tour of the school site; explain the schedules, bells, routines, administrative regulations, paperwork, and inside workings of the department.
 - Share information about the school discipline policies.
3. Introduce the student teacher to the non-teaching responsibilities of teachers.
 - Duties: lunch room, hall supervision, etc.
 - Meetings: faculty, team, curriculum, etc.
 - Parent contacts: open house, progress reports, telephone calls.
 - Others: co-curricular activities, school dances, budgeting and ordering, inventory, etc.

Psychological support

- Get to know the student teacher well enough so you can have insights into their strengths, their anxieties, their needs.
- Learn about and share the appropriate policies and legalities that will help the student teacher meet these professional obligations.
- Be a good listener. Be available so the student teacher can count on you.
- Let the student teacher know that you will be there to rescue if needed.

Instructional and curricular advice

- Obtain copies of necessary texts, curriculum guides, and materials for the student teacher.
- Share your plans, files, and insights.
- Assist the student teacher in the development of an effective classroom management plan.
- Help the student teacher identify other teachers who can provide enrichment ideas.
- Participate in discussions around instruction and curriculum.
- Encourage participation in department and professional meetings.
- Support and insist on good planning.

Modeling

- Although we don't want to develop a clone of you, there is much to be learned from observing a master teacher teach.
- A demonstration can often be more effective than a conversation.
- Don't hesitate to step in and show what you have found to be effective.
- Encourage the student teacher to observe other teachers.

Observation and feedback

- Cooperating teachers who hand over the class and leave the room are not able to provide the kind of on-going and progressive feedback that is the greatest benefit of the student teaching experience. Spend lots of time in the classroom.
- Use multiple approaches to obtain objective classroom data. The student teacher can benefit greatly from analyzing classroom events and self-correcting based on objective data rather than subjective opinions. (See Suggested References, below)
- Keep a notebook of comments, commendations, and suggestions on a daily and/or weekly basis. (An excellent way to document your supervision.)
- Hold quick conferences between classes for feedback, for support, and for immediate constructive suggestions.
- Make note of things the student teacher is doing well.

- Consider team teaching.
- Schedule weekly sit-down conferences for feedback and planning.
- Constructive suggestions for improvement made early in the semester allow time for the student teacher to develop good teaching skills.

Assessment

- With good documentation and record keeping, you will be well prepared to provide substantive, ongoing assessments of the student teacher's progress.
- During the 15 weeks of student teaching, the Cooperating Teacher does at least 4 formal observations. In 8-week student teacher assignments, Cooperating Teachers do at least 2 observations (per assignment).
- The most important assessments are those you do on a daily or weekly basis, when the teacher candidate is provided with timely feedback.
- Note also that you are still ultimately responsible for the evaluation of your own students.
- Provide input and comments to the University Supervisor for Final Evaluation Form
- Write a letter of recommendation.

Suggestions for the evaluation and grading of student teachers

- * Use statements of fact rather than opinion, and objective rather than subjective descriptions of the student teacher's behaviors.
- * Limit information to that which is relevant to or affects the student's performance in the classroom and school.
- * Avoid making any public statements about the student's deficiencies.
- * Avoid any personal behavior or statements suggesting malice or intent to harm.
- * Convey, by behavior and writing, a concern both for the student's welfare and the school's welfare, limiting the likelihood of "bad faith or ill will" charges.
- * Provide concrete (written) feedback of observed behaviors and suggestions for improvement.

Responsibilities of the University Supervisor

The primary role of the University Supervisor is to encourage the development of an expert teacher. You are the University representative in the schools; a liaison who helps to interpret the Teacher Licensing Program to the schools and the school's programs to the University. You will also find yourself being a mentor, a counselor, a colleague, a friend, and a facilitator to both the student and the Cooperating Teacher. In order to do so, it is the Supervisor's responsibility to:

Help prepare both the Cooperating Teacher and the student teacher for the student teaching semester.

- Meet with both parties early in the semester to review the Student Teaching Handbook and the semester expectations.
- Help student teachers make the transition into the professional world by reviewing expectations related to punctuality and work demands, dress and grooming, mature professional behavior in interacting with pupils, legal and curricular obligations.
- Understand the CSU Licensure Program and the experiences the student teacher has completed prior to student teaching.
- Attend the cooperating and student teacher orientation.
- Attend all University Supervisor meetings scheduled by the Student Teaching Coordinator.

Support the teaching-learning experience.

- Be a mentor, a counselor, a colleague, a problem solver.
- Notify the student teacher of course expectations and evaluation systems.

- Contact the student teacher and the Cooperating Teacher within the first one-two weeks of the student teaching experience. This may be an email, phone, or in-person contact.
- Observe the student teacher at least four times during the semester.
- Be a resource for both the student teacher and the Cooperating Teacher, stressing the consultant and cooperative aspects of the Supervisory role.
- Provide substantive feedback that will help the student teacher in his/her growth.
- Identify and commend strengths, provide suggestions for activities and alternative strategies.
- Establish a schedule for observations and seminars.
- Stress reflective learning activities.

Assess and evaluate the student teacher.

- Meet with the Cooperating Teacher to discuss the development and/or needs of the student teacher.
- Encourage the student teachers to engage in self-evaluation activities.
- Meet for 3-way (triad) conferences whenever appropriate.
- Use appropriate strategies for observing and providing feedback to student teachers (consider using focused observation techniques for data gathering).
- Provide written feedback to the student teacher for every formal observation including strengths and areas for improvement.
- Meet for a 3-way conference near the end of the semester to complete and share the final evaluation form.
- Obtain completed evaluation forms from the Cooperating Teacher and return them to the Student Teaching Coordinator's Office.
- Complete the final evaluation form including comments, with input from the Cooperating Teacher(s).
- Determine the final grade for the student teacher. This should be done with input from the Cooperating Teacher(s).

Communicate Effectively with the STEPP Faculty and Staff; Attend Meetings and Orientations

- Inform the Student Teaching Coordinator of any changes or alterations in assignments or schedules.
- Keep the Student Teaching Coordinator informed of all seminar schedules.
- Notify the Student Teaching Coordinator of any student teachers experiencing difficulties.
- Notify the Student Teaching Coordinator of any student teacher "at risk" of failure by the middle of the semester. If a student teacher is struggling or at risk of failure, notify the student teacher and Cooperating Teacher early and follow the "Procedures for Implementing the Professional Improvement Process for Student Teachers" for documenting steps taken to help the student teacher improve or to remove the student teacher from the site.
- Deliver completed materials to the Student Teaching Coordinator's Office: signed originals of all observations, evaluations, and the completed expectations check sheet.
- Attend and actively participate in all meetings of the University Supervisor group.

Planning For Instruction

All student teachers are required to teach from well constructed lesson plans. It is recommended that they become familiar with the curriculum and discuss the Cooperating Teacher's long-range plans for the semester. Team planning early in the semester can help the student teacher become familiar with expectations and procedures. Each student teacher is expected to develop at least one complete unit plan and to plan and teach one unit according to the criteria outlined in the Teacher Work Sample.

Daily Lesson Plans

Daily plans must be available for every lesson taught. Although experienced teachers often do not develop complete daily lesson plans, the student teacher is expected to do so. The lesson plan should be provided to the Cooperating Teacher and University Supervisor prior to the beginning of the lesson.

While no single format is prescribed, every lesson should include:

- Objectives - The purpose of the lesson
- Standards addressed in the lesson
- Materials needed - including page numbers, supplies, resources
- Procedure - Step by step through the lesson activities
- Evaluation - Assessment of how well students achieved your objectives

It is also a good idea to include a “sponge” activity for each lesson for students who complete the assignment early.

Unit Plans

Every student teacher should design at least one unit plan complete with a justification, objectives, materials and resources, daily and/or weekly outlines, activities, assignments, and assessments.

Steps to constructing a unit include:

- A curriculum survey - Determine the school district expectations for the topic to be taught. Discuss with the Cooperating Teacher what has been taught, what s/he expects to be covered, and what resources are available. Locate curriculum guidelines from professional organizations.
- Research the topic to be covered. Become thoroughly familiar with the subject matter. You don't want to teach what you don't know.
- Identify objectives to be accomplished and justifications for the unit. Include knowledge and content objectives, skills/processes objectives, and affective objectives.
- Develop the learning experiences to be included. Consider where you will teach the skills students need to be successful in these learning experiences. Focus on activities that require the students to take an active part in their own learning. Link new knowledge with prior knowledge and activities that involve application of knowledge.
- Identify and locate the materials and resources you will need to accomplish your objectives.
- Develop a variety of assessment components and grading procedures. Remember that good rubrics take a considerable amount of time to write and that not all learning can be assessed with one test.
- Write the unit. Organize all your materials, copies of activities, directions, worksheets, tests, letters, etc. into one folder. Make sure it is neatly presented, correctly produced, professional, and complete.

Suggested Timeline of Experiences & Teaching Load for the Student Teacher

This timeline was created from the input of University Supervisors. It is suggested that this timeline be followed but certainly understood if adjustments need to be made based on the uniqueness of the school context, student teacher, etc.

We strongly encourage the following arrangements:

- Time is given to the student teacher for a transition into **independent teaching**.*
- The opportunity for all student teachers to understand what it is like to take on a full load of classes during student teaching. This will better prepare the student teacher to take responsibility for the entire teaching load when s/he is a licensed teacher.
- Time is given to the student teacher to transition out of **independent teaching** so there is uninterrupted learning for the P-12 school students.

***Definition of Independent Teaching:** During “independent teaching” the student teacher is the lead instructor in the classroom. S/he is preparing his/her own lessons and assessments and is managing the classroom independently. *The Cooperating Teacher is always close by during this time period. S/he is never too far away that s/he can't be called upon should the need arise.* Again, we want to see the student teacher take on this full teaching responsibility while having the support of the Cooperating Teacher and University Supervisor.

Secondary Placements – Suggested Timeline of Experiences and Teaching Load

Week	Activities
1	Observing. Planning. Meetings with Cooperating Teacher. Student teacher to make sure s/he is aware of all policies and has items such as name tag, e-mail, voice mail, etc. ready for use. Discuss unit plan for Teacher Work Sample (TWS).
2	Cooperative teaching. Assist Cooperating Teacher with attendance, departmental meetings, after-school meetings, other projects and/or other activities. Ongoing TWS planning/preparation by student teacher.
3	Team planning and teaching. Student teacher should add one class to his/her individual planning and teaching. Ongoing TWS planning/preparation by student teacher.
4	Student teacher should add another class to his/her individual planning and teaching. Continue team teaching and planning with other classes. Ongoing TWS planning/preparation by student teacher.
5	Independent Teaching – Student Teacher should teach and plan for either a full load (all classes) with a minimum of 2 different preps (preferably) or 4 classes if a teacher has responsibility for 5 classes on a traditional schedule or if the school has a block with 3 classes each day or 2/3 split every other day; minimum of 2 different preps. Ongoing TWS planning/preparation by student teacher.
6	Independent Teaching. Ongoing TWS planning/preparation by student teacher.
7	Independent Teaching. Ongoing TWS planning/preparation by student teacher.
8	Independent Teaching. Ongoing TWS planning/preparation by student teacher.
9	Independent Teaching. Ongoing TWS planning/preparation by student teacher.
10	Independent Teaching. Ongoing TWS planning/preparation by student teacher.
11	Independent Teaching. Ongoing TWS planning/preparation by student teacher.
12	Independent Teaching. Ongoing TWS planning/preparation by student teacher.
13	Independent Teaching. Ongoing TWS planning/preparation by student teacher.
14	Begin transition back to partial load. Ensure that the Cooperating Teacher has all the necessary information to gradually resume the teaching of classes. Ongoing TWS planning/preparation by student teacher.
15	Finalize transition out of independent teaching. Observe other teachers and classrooms.
16	(Student teachers in agricultural education may be required to complete a longer student teaching experience. Also, student teachers in business and marketing may complete a 16-week placement. An adjustment to this schedule is supported in these situations.)

K-12 Placements (Art & Music)- Suggested Timeline of Experiences and Teaching Load

Week	Activity
1	Observing. Planning. Meetings with Cooperating Teacher. Student teacher to make sure s/he is aware of all policies and has items such as name tag, e-mail, voice mail, etc. ready for use. Discuss unit plan for Teacher Work Sample (TWS)*.
2	Team Teaching. Ongoing TWS planning/preparation by student teacher. Ongoing TWS planning/preparation by student teacher.
3	Teach partial load with original lesson plans. Ongoing TWS planning/preparation by student teacher.
4	Independent Teaching. Teaching all classes (6-7 preps for elementary; minimum of 2 different preps for secondary) (3 week minimum of independent teaching)
5	Independent Teaching. Ongoing TWS planning/preparation by student teacher.
6	Independent Teaching. Ongoing TWS planning/preparation by student teacher.
7	Begin transition back to partial load. Ensure that the Cooperating Teacher has all the necessary information to gradually resume teaching of classes. Ongoing TWS planning/preparation by student teacher.
8	Minimal teaching. Observe other teachers and classrooms.
	Change to second 8-week placement
9-16	Repeat as per weeks 1-8 above

* Student teachers in K-12 Art & Music placements complete one work sample. Decision of when this work sample should be implemented and completed, either in the first or second 8-week placement, should be made with input from the University Supervisor and Cooperating Teacher.

Early Childhood Education Placements- Suggested Timeline of Experiences and Teaching Load

Week	Goals and Objectives:	Teacher Candidate Action/Demonstration:
1	<p>Goal: Become oriented to the classroom, the mentor teacher's philosophy and style, and to the children.</p> <p>Objective: Assist with classroom management whenever possible. Implement and assess one lesson this week.</p>	<p>The teacher candidate will:</p> <ul style="list-style-type: none"> ○ Participate in all classroom activities. ○ Observe teacher/child interactions. ○ Observe discipline strategies. ○ Observe transition techniques. ○ Observe the management of other adults in the classroom. ○ Become familiar with the classroom layout. ○ Explore storage areas and materials for classroom use. ○ Carryout one mentor teacher designed activity each day.
2	<p>Goal: Continued development as a teacher candidate. Become familiar with transitions and strategies for changing activity.</p> <p>Objective: Assist with classroom management whenever possible. Transition children successfully from one activity to another. Implement and assess three lessons this week.</p>	<p>The teacher candidate will:</p> <ul style="list-style-type: none"> ○ Continue to participate in all classroom activities. ○ Continue to observe teacher/child interactions. ○ Continue to observe discipline strategies. ○ Begin to participate in discipline, when appropriate. ○ Continue to observe transition techniques. ○ Begin to assist with transitions. ○ Continue to observe the management of other adults in the classroom. ○ Carryout one mentor teacher designed activity each day. ○ Design and carryout one activity this week.
3	<p>Goal: Continued development as a teacher candidate.</p> <p>Objective: Implement and assess one lesson each day this week. Continue to assist with classroom management and transition to activity.</p>	<p>The teacher candidate will:</p> <ul style="list-style-type: none"> ○ Continue to participate in all classroom activities. ○ Continue to observe teacher/child interactions. ○ Continue to observe discipline strategies. ○ Continue to participate in discipline, when appropriate. ○ Continue to observe transition techniques. ○ Continue to assist with transitions. ○ Continue to observe the management of other adults in the classroom. ○ Carryout one activity each day this week.
4	<p>Goal: You should be familiar with the routines, the mentor teacher, and the children. Continued development as a teacher candidate.</p> <p>Objective: Implement and assess one lesson each day this week. Assist in one parent communication effort.</p>	<p>The teacher candidate will:</p> <ul style="list-style-type: none"> ○ Continue to participate in all classroom activities. ○ Begin to lead some classroom activities. ○ Continue to observe teacher/child interactions. ○ Continue to observe discipline strategies. ○ Continue to participate in discipline, when appropriate. ○ Continue to observe transition techniques. ○ Continue to assist with transitions. ○ Continue to observe the management of other adults in the classroom. ○ Carryout one activity each day this week. ○ Assist in one parent communication this week. (Phone calls, notes home, personal conversations, etc.)
5	<p>Goal: Continued development as a teacher candidate.</p> <p>Objective: Implement and assess one lesson each day this week. If possible, assist with a type of formal assessment. (Developmental checklist, reading inventory, standardized test prep., etc.)</p>	<p>The teacher candidate will:</p> <ul style="list-style-type: none"> ○ Continue to participate in all classroom activities. ○ Continue to lead some classroom activities. ○ Continue to observe teacher/child interactions. ○ Continue to observe discipline strategies. ○ Continue to participate in discipline, when appropriate. ○ Continue to assist with transitions. ○ Begin to lead the management of other adults in the classroom. ○ Carryout one activity each day this week. ○ If possible, assist in one formal assessment measure.

6	Goal: Continued development as a teacher candidate. Objective: Implement and assess two lessons each day this week. Assist in one parent communication effort.	The teacher candidate will: <ul style="list-style-type: none"> ○ Continue to participate in all classroom activities. ○ Continue to lead some classroom activities. ○ Continue to observe teacher/child interactions. ○ Continue to participate in discipline, when appropriate. ○ Continue to assist with transitions. ○ Continue to lead the management of other adults in the classroom. ○ Carryout two activities each day this week. ○ Assist in one parent communication this week. (Phone calls, notes home, personal conversations).
7	Goal: Continued development as a teacher candidate. Objective: Implement and assess two lessons each day this week. Investigate in-house resources to assist children at varying rates of learning/development.	The teacher candidate will: <ul style="list-style-type: none"> ○ Continue to participate in all classroom activities. ○ Continue to lead some classroom activities. ○ Continue to observe teacher/child interactions. ○ Continue to participate in discipline, when appropriate. ○ Continue to assist with transitions. ○ Continue to lead the management of other adults in the classroom. ○ Carryout two activities each day this week. ○ Investigate resources within the program to assist with individualization of instruction to ensure that children at all rates of learning and development can be successful.
8	Goal: You should be comfortable with classroom routines, planning, and implementation of lessons. Continued development as a teacher candidate. Objective: Teach/manage the majority of the days activities and lessons each day this week. Assess student progress. Reflect on your progress as a teacher candidate.	The teacher candidate will: <ul style="list-style-type: none"> ○ Lead the majority of classroom activities. ○ Continue to observe teacher/child interactions. ○ Continue to observe discipline strategies. ○ Continue to participate in discipline, when appropriate. ○ Lead the majority of transitions. ○ Carryout the majority of activities each day this week. ○ Assess student's progress. ○ Assist in one parent communication this week. (Phone calls, notes home, personal conversations, etc.)
Change to second 8-week placement		
9-16	Repeat as per weeks 1-8 above	

ASSESSING STUDENT TEACHING

Student Teaching Evaluation

Student teachers receive two different types of evaluation feedback. *Formative* evaluation is an assessment of how things are going and suggestions for improvement. *Summative* evaluation is a summation of progress that supports the assignment of a particular grade (A, B, etc.). Student teachers will be continually assessed in a formative fashion by both the Cooperating Teacher and University Supervisor with the intent of promoting optimum professional growth in the teacher candidate. As the person most closely affiliated with the student teacher, the Cooperating Teacher provides:

- Daily observation and feedback of plans, materials, and lessons taught, both positive and corrective;
- Opportunities and support for reflection and self analysis;
- Specific suggestions for improvement.

The “Assessment of Classroom Teaching” followed by the “Student Teacher FINAL Assessment of Classroom Teaching”, and the “Teacher Work Sample” will be used to calculate the final grade for student teaching (EDUC 485AV, EDUC 485BV, EDUC 485CV, EDCT485). Final grades are awarded by the University Supervisor with input from the Cooperating Teacher.

Assessment of Classroom Teaching - Each student teacher is formally observed throughout the student teaching semester **by the Cooperating Teacher(s) (four times in a 15-week placement and two times in a 8-week placement) and four times by the University Supervisor.** Observation feedback forms are completed for each formal observation and turned in at the end of the semester by the University Supervisor. Original forms will be retained by the Educator Licensing Office; copies should be made for the Student Teacher and Supervisor. All classroom observations are factored together to determine the **FINAL Assessment of Classroom Teaching.** Points earned for each area--- Classroom teaching, planning, etc are calculated together. The FINAL Assessment should reflect the final performance level attained by the student teacher. Classroom teaching makes up 75% of the student teacher’s final grade for student teaching

Teacher Work Sample – Each student teacher will produce a complete Work Sample that will be evaluated by the University Supervisor and graded according to the accompanying rubric. This grade is 25% of the student teacher’s final grade for student teaching. Once the Work Sample has been graded by the University Supervisor, it is returned to the student teacher. With Out-of-State or International placements, the Student Teaching Coordinator will assess the Work Sample when non-CSU Supervisors request assistance. Requirements and grading rubric for the Work Sample are posted on the www.stepp.caahs.colostate.edu website.

Definitions of Performance Levels/Ratings

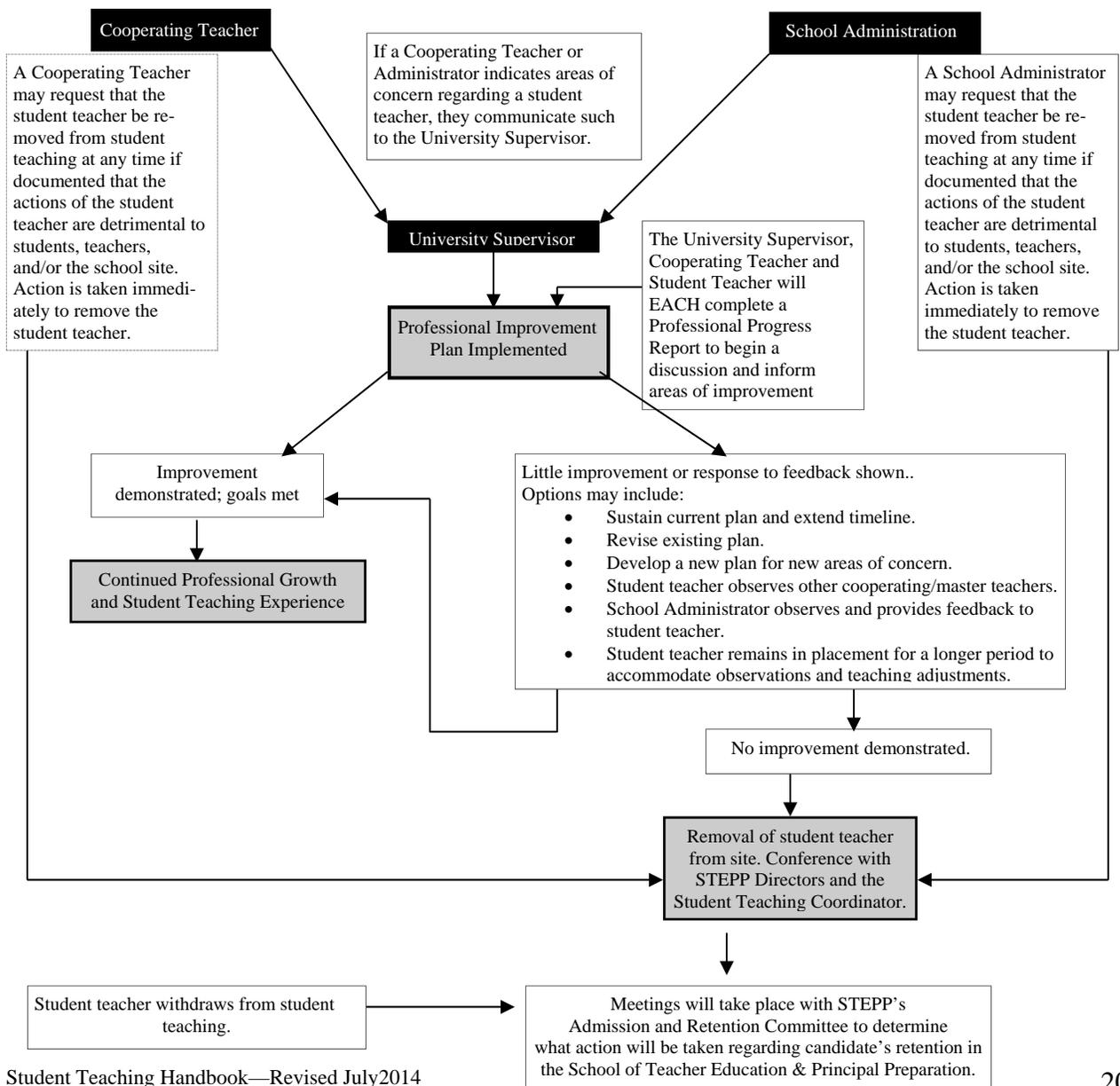
<p><u>Basic</u> The teacher candidate...</p>	<p>Is introduced to the element and/or demonstrates a basic level of knowledge and understanding. Has not yet had the opportunity to apply the element in a classroom or field setting.</p>
<p><u>Developing</u> The teacher candidate...</p>	<p>Demonstrates an increasing knowledge and understanding of the element. Is able to begin demonstrating, with assistance, the element in a field setting or classroom. Is able to evaluate, with assistance, the success of the teaching performance.</p>
<p><u>Proficient</u> The teacher candidate...</p>	<p>Demonstrates substantial knowledge and understanding of the element. Demonstrates the ability to apply the element in a field setting. Is able to assess student learning and evaluate teaching performance. <i>[This is the level expected of well-prepared first year teachers.]</i></p>
<p><u>Advanced</u> The teacher candidate...</p>	<p>Demonstrates comprehensive knowledge and understanding of the element. Can consistently apply the element in a field setting. Can skillfully integrate elements into an overall lesson. Can critically evaluate student learning and teaching effectiveness in order to guide subsequent instruction.</p>

Professional Improvement Process Professional Improvement Plan and Professional Progress Report

It is recognized that there may be times when a student teacher is not performing well. These situations may be resolved by a brief meeting or may require more in-depth meetings to determine if the problems the student teacher is facing can be fixed or if the student teacher is at risk of failure. The following procedures and plan are to be used with a student teacher who is non-attentive to feedback, at risk of failure, or at risk of being withdrawn from student teaching. A reasonable timeframe for demonstrating improvement should be accorded the student teacher working with a Professional Improvement Plan.

Procedures for Implementing the Professional Improvement Process for Student Teachers

These procedures and plan are to be used with student teachers who are non-attentive to feedback,
at risk of failure or at risk of being withdrawn from student teaching.



Professional Progress Report for teacher education candidates

School of Teacher Education & Principal Preparation STEPP

This professional progress report form is available to university faculty and advisors, field-experience supervisors and other affiliated professional educators who desire to report relevant information on the professional progress and/or disposition of teacher education candidates. It is also available to each teacher candidate as s/he tracks professional progress through the licensure program and into student teaching.

The form is designed for three purposes:

- 1) to be proactive in the development of exemplary teacher candidates by supplying a common vocabulary and a specific model of desired profession dispositions;**
- 2) to identify exemplary professional progress and/or dispositions of a candidate;**
- 3) to highlight concerns pertinent to a candidate's successful progress and/or dispositions**

All information provided through this form will be available to the teacher candidate. He or she will have the opportunity to reply to any and all issues pertinent to the report.

The Professional Progress Report will be handled in the Educator Licensing Office with the highest standards of professional confidentiality and individual protection.

Professional Progress Report

Professional Dispositions

DISPOSITION: a tendency, inclination or attitude toward a professional behavior

Student Name _____

CSU ID _____

See Dispositions Thesaurus and Quality Markers
for additional explanation
(attached)

	Advanced	Proficient	Developing	Basic	Not Observed	SEE COMMENTS
Professional Behaviors						
Attendance as per course expectations						
Punctuality as per course expectations						
Dresses to convey professionalism appropriate to site						
Demonstrates critical thinking and reflective practice						
Understands and uses professional language in all public settings						
Comments:						
Initiative and Dependability						
Demonstrates creativity and resourcefulness						
Seeks opportunities to further own learning						
Works effectively with limited supervision						
Identifies problems and is able to prioritize, propose solutions, options and resources						
Self Starter: advocates for self and is personally responsible and responsive						
Completes responsibilities with quality and without excuses or prompting						
Comments:						
Tact and Judgment						
Demonstrates sensitivity to others' feelings and opinions while articulating own opinions, feelings and needs						
Approaches situations with an open mind						
Appropriately uses verbal and non verbal language and cues to remain positive and respectful						
Perceives what to do or say in order to maintain professional relations with others						
Comments						

See Dispositions Thesaurus and Quality Markers
for additional explanation
(attached)

	Advanced	Proficient	Developing	Basic	Not Observed	SEE COMMENTS
Ethical Behavior and Integrity						
Consistently honest and worthy of trust						
Honors confidentiality						
Assesses information critically – fact from opinion, right from wrong – and responds honestly and respectfully						
Consistently models professional standards of conduct						
Comments						
Collegiality and Responsiveness						
Is collaborative: willing to share resources, seek advice and work toward common goals						
Demonstrates ability to compromise and negotiate						
Is respectful of all and works effectively in teams						
Is open to constructive criticism						
Keeps an open mind: is receptive and reflective concerning perceptions of others						
Proactively addresses feedback through an adjustment in performance						
Comments						
Effective Communicator						
<i>Professional oral expression:</i> expressive, articulate, respectful, effective for purpose, appropriate to situation						
<i>Professional written expression:</i> organized, clear, effective for purpose, appropriate to situation, free of grammatical errors and misspellings						
Demonstrates an understanding of audience and purpose, body language and eye contact during communication situations						
Actively listens and provides effective feedback						
Uses electronic media in a professional manner						
Comments						

See Dispositions Thesaurus and Quality Markers
for additional explanation
(attached)

	Advanced	Proficient	Developing	Basic	Not Observed	SEE COMMENTS
Desire to improve own performance						
Demonstrates a responsibility for own professional performance						
Actively pursues new and better ways of teaching						
Expresses sincere interest in personal and professional growth						
Comments						
Cultural Responsiveness						
Demonstrates the belief that all students can learn and are welcome in the classroom						
Demonstrates commitment to culturally responsive teaching						
Demonstrates the desire and ability to plan, assess, and implement instruction to address, engage and nurture the learning of every student in his or her care						
Demonstrates a commitment to the growth and development of each student by taking into account issues of class, gender, race, ethnicity, sexual orientation, language and special needs						
Demonstrates an understanding of how families and communities impact student learning						
Comments						
Commitment to Profession						
Demonstrates a deep commitment to life-long learning						
Expresses passion and enthusiasm for teaching						
Models commitment to justice, equity and equality both personally and professionally						
Models democratic ideals personally and professionally						
Demonstrates awareness of program policies and professional practices						
Comments						

Dispositions Thesaurus **Professional Progress Report**

This document is meant as a descriptor guide for instructors and students as they search for clarity in describing behaviors that would exemplify each of the following professional dispositions.

1. Professional Behaviors

The teacher candidate displays consistent:

- Excellence in attendance
- Excellence in punctuality
- Positive attitudes towards each and every learner
- Personal and professional appearance appropriate to site expectations
- Affirming behaviors toward students from diverse backgrounds
- Belief that he/she can make a difference to students and the profession
- Understanding of how learners help to create knowledge
- Belief in the importance of a community of learners
- Knowledge about the lives of his/her students
- Willingness to learn about and respond to the needs of each and every learner

2. Initiative and Dependability

The teacher candidate consistently:

- Questions when necessary
- Helps others
- Uses proactive rather than reactive behaviors
- Does not wait for others to act on his/her behalf
- Looks for alternatives when appropriate
- Sees opportunities and moves into the situation
- Seeks options when problems arise
- Seeks own resources
- Accepts personal responsibility for situations; does not use excuses
- Is adaptable and flexible
- Goes above and beyond what is not explicitly requested
- Actively participates
- Asks self what is needed for personal success
- Is prompt and prepared; calls if late or absent
- Responds with honesty
- Knows expectations and acts accordingly
- Completes assignments thoroughly
- Follows through on promises and responsibilities
- Supports peers/colleagues
- Prepares quality work
- Communicates fully and effectively for situations
- Takes care of actions that result from advising sessions

3. Tact and Judgment

The teacher candidate consistently:

- Is sensitive to others' feelings
- Is respectful in discussions
- Displays good manners
- Thinks before he/she speaks or acts
- Uses positive word choices
- Uses constructive comments
- Exhibits good judgment
- Exhibits an open-mind
- Does not allow others to poison a group

- Displays only appropriate dress
- Uses positive tone of voice and body language to communicate thoughts

4. Ethical Behavior and Integrity

The teacher candidate consistently:

- Honors confidentiality
- Displays honesty in words and actions
- Knows right and wrong
- Admits mistakes and accepts responsibility
- Displays strong understanding of democracy and citizenship
- Considers all sides of an issues
- Is genuine and authentic in words and actions
- Does not lie
- Displays a responsible attitude
- Is respectful and able to be respected
- Is trustworthy
- Will not resort to plagiarism

5. Collegiality and Responsiveness

The teacher candidate consistently:

- Works and plays well with others
- Takes responsibility for own actions
- Learns from others and shares willingly
- Is willing to work to improve
- Seeks advice/feedback and is appreciative
- Listens actively and reflectively with an open mind
- Is respectful
- Is willing to compromise
- Reaches out and is positive with peers and teachers
- Participates effectively
- Handles ambiguity well and is tolerant
- Smiles, is friendly and open
- Compromises and negotiates
- Is authentic and genuine
- Is willing to try suggestions
- Accepts constructive criticism
- Is willing to engage in constructive confrontation

6. Effective Communicator

The teacher candidate consistently:

- Uses professional oral language
- Uses professional written language
- Uses respectful language
- Uses effective eye contact and body language
- Is an active and reflective listener
- Responds calmly in all situations
- Is articulate, speaks clearly and kindly
- Thinks before speaking
- Is succinct and effective with written and oral assignments and communications
- Adapts messages to audience and purpose
- Takes risks
- Checks on audience understanding

7. Desire to improve own performance

The teacher candidate consistently:

- Asks for help and seeks ways to grow
- Seeks feedback from many sources

- Is aware of the importance of reflection
- Asks for help to improve
- Looks for additional information
- Identifies ways to improve
- Takes risks to try new ideas
- Is committed to face diversity with care and concern
- Understands his/her part in the process of growth
- Has the ability to accept criticism without taking it personally
- Shows progress in skill acquisition
- Is open to the ideas of others and is reflective
- Enjoys taking guidance from others
- Effectively implements suggestions in practice
- Works to project new learning into future practice

8. Culturally Responsive

The teacher candidate consistently:

- Looks at student differences as personal opportunities to grow and develop
- Shares the belief that students learn differently and those differences are strengths rather than obstacles
- Demonstrates the desire and ability to plan curriculum using the knowledge of students and their lives
- Asks students for help in understanding differences
- Is aware that family and community impact student motivation and learning
- Understands and admits to personal biases
- Shows an understanding of personal communication, teaching and learning styles
- Demonstrates the desire and ability to create a community that is safe and nurturing to all students
- Shows a concern for issues of equity and social justice
- Talks and writes competently about the place of public education within a democracy
- Engages students in discussions concerning culture, equity, democracy and learning
- Provides multiple ways of assessing students

9. Commitment to the profession

The teacher candidate is consistently:

- Committed to being an excellent teacher and is able and willing to work toward that purpose
- Willing to go beyond the day
- Seeking opportunities to work with children
- Committed to teaching as his/her primary profession
- Demonstrating a desire to learn
- Looking for information beyond text
- Demonstrating that he/she values and understands the many facets of the profession
- Demonstrating the love of students over academic material
- Culturally responsive; desiring to reach and teach all
- Striving for improvement
- Aware that it is not possible to know everything
- Caring of young people and working to keep abreast of information concerning their development
- A lifelong learner
- Aware and accepting of his/her public responsibilities as a professional
- Engaged in appropriate discussions and new inquiry with professional colleagues
- Aware of the diversity, exceptionality and individuality in his/her classroom
- Eager, enthusiastic and motivated
- Striving to learn and engage in inquiry
- Aware of the importance of being a member of the professional and larger community

Suggested descriptions for quality markers

Advanced (4): Expectations are met 100 – 95% of the time
(All requirements specifically, thoroughly and exceptionally completed)

Proficient (3): Expectations are met 94 – 90% of the time
(One or more requirement is missing or not adequately completed)

Developing (2): Expectations are met 89 - 80% of the time
(Evidence available that effort has been made to prepare; however, requirements are marginally completed)

Basic (1): Expectations are met 79 - 75% of the time
(Preparation is completed but is below quality standards)

Not Observed: specific disposition(s) are either not appropriate to check at this time
in the teacher candidate's progress or not available within class curriculum

COMMENTS: If this column is checked, a comment must be included in the box attached to the specific disposition. Also, a detailed recommendation of how the Licensure Office should become involved in the Teacher Candidate's program is expected. All comments must come from observable, factual, objective information that the T.C. would also remember.

I understand these are dispositions that I am to display and nurture as a professional education candidate.

Teacher Candidate signature

Date

Has this candidate expressed any unique learning needs or requested learning accommodations?

_____ Yes. Please provide information below.

_____ No

_____ Not aware

Identify actions/ recommendations that you have already taken/made with this teacher education candidate. Include dates.

What action(s) would you recommend as appropriate for this candidate?

_____ No action required at this time.

Comments:

_____ Instructor strongly recommends Director of Licensure Program meet with student regarding comments on this form.

Comments:

_____ Instructor would like to be involved in meeting with Licensure Office personnel and student.

Comments:

Signatures

Signature, Printed Name, and Title of Person Completing This Form

_____ Today's Date _____

Teacher Candidate: You have an opportunity to respond to this professional report. Please use the attached blank page for your response. Make certain to sign and date the response and turn it back to the Licensure Office within 10 days of this signed report whose date appears above.

Teacher Candidate: Your signature indicates that you have read and understood the information enclosed. Your signature does not indicate agreement.

I choose not to respond.

Signature of Teacher Licensure Candidate

Date

Response:

Signature of Teacher Licensure Candidate

Date

Professional Improvement Plan For Student Teachers

This plan should be used for student teachers who are non-attentive to feedback, at risk of failure, or at risk of being removed from student teaching.

Areas to Improve:

What specific teaching expectation(s) are not proficient?

Steps to Get There:

What steps will each team member take to address the areas to improve?

The Student Teacher will...The Cooperating Teacher will....The University Supervisor will...

Support Strategies:

What strategies will each team member use to support the improvement in the area(s) identified?

Student Teacher: Cooperating Teacher: University Supervisor:

Timeline:

When will the team revisit progress? When will the evidence of improvement be shared with the team?

Assessment/Outcome:

What evidence will indicate improvement has occurred? In what way, will improvement be demonstrated? Observed? Artifact(s)? Impact on student learning or behavior?

Signatures and dates from all team members indicates plan has been developed and all agree to the plan.

Following the end of the timeline allowed for the plan, the **Student Teacher** has: **Improved**_____

Has not Improved*_____ Signatures and dates below indicate plan has been reviewed and decisions made based on outcomes.

**See reverse side for options to consider when making recommendations of next steps.*

Recommended Next Steps for Failure To Improve

Please select from the following:

- **Sustain current Professional Improvement Plan and extend timeline.**
- **Revise existing Professional Improvement Plan.**
- **Develop new plan for new area of concern.**
- **Student teacher must observe other cooperating/master teachers.**
- **School administrator observes and provides feedback to student teacher.**
- **Student teacher remains in placement for longer period to accommodate observations and/or teaching adjustments.**
- **Student teaching grade is lowered by _____ % points.**
- **Student teacher is removed from placement.**

Please include pertinent comments related to next steps in your written recommendation below, sign and date as well.

Recommendation:

SAMPLE Professional Improvement Plan For Student Teachers

Areas to Improve:

What specific teaching expectation(s) are not proficient?

The student teacher does not design and implement standards-based lesson plan or produce written copies for review by University Supervisor.

Steps to Get There:

What steps will each team member take to address the areas to improve?

The Student Teacher will... The Cooperating Teacher will.... The University Supervisor will...

The Student Teacher will...

Draft plans and review with Cooperating Teachers.

File plans in a notebook and share with University Supervisor at observation intervals.

The Cooperating Teacher will....

Share examples and models.

Coach the student teacher in developing plans effective and appropriate for classes assigned.

The University Supervisor will...

Critique plans and provide feedback on the teaching/learning experience.

Support Strategies:

What strategies will each team member use to support the improvement in the area(s) identified?

Student Teacher:

Acquires models, examples from previous ED courses and online sources.

Cooperating Teacher:

Provides examples from colleagues, content area best practices, curriculum guides.

University Supervisor:

Will augment models as necessary and will look for adaptation, modifications, etc. for diverse learners

Timeline:

When will the team revisit progress? When will the evidence of improvement be shared with the team?

By February 15, the team will meet to talk about the progress of the student teacher.

Assessment/Outcome:

What evidence will indicate improvement has occurred? In what way, will improvement be demonstrated? Observed? Artifact(s)? Impact on student learning or behavior?

Lessons plans will be filed in a notebook. Team members will examine these artifacts and discuss the attributes of the planning and reflection upon the implementation of these plans for further refinement in subsequent team meetings.

The **Student Teacher** has: **Improved** X **Has not Improved***

Date: February 15, 2007 Signatures: Student Teacher, Cooperating Teacher, and University Supervisor

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## Evaluation Forms Used During Student Teaching

All forms are available on the **School of Teacher Education & Principal Preparation (STEPP)** website [www.stepp.cahs.colostate.edu](http://www.stepp.cahs.colostate.edu)

- **Student Teacher Assessment of Classroom Teaching (2-page form).** For a 15-week, secondary placement, we ask the Cooperating Teacher and University Supervisor to each complete 4 formal observations of the student teacher. For K-12 or ECE 8-week placements, we ask that the student teacher be evaluated by the Cooperating Teacher and Supervisor two-times at each placement level. In total, the student teacher will have 8 formal observations. These forms are on the **STEPP** website. When there are two Cooperating Teachers, two formal observations are requested from each mentor. (Completed by COOPERATING TEACHER(S) and SUPERVISOR)
- **Student Teacher FINAL Assessment of Classroom Teaching.** At the end of the experience, we ask the Cooperating Teacher to provide input to the University Supervisor, who ultimately completes this form and makes a final grade determination.. The total points earned are transferred to the Student Teaching Grade Calculation form and submitted to the Student Teacher Coordinator. This form is posted on the **STEPP** website. (Completed by SUPERVISOR with COOPERATING TEACHER(S)' input.)
- **Teacher Work Sample (TWS) Rubric and Score Sheet.** These forms allow the University Supervisor to evaluate, and grade the TWS. Guidelines for the TWS are posted on the **STEPP** website. Given Colorado accreditation requirements of teacher preparation programs, CSU urges Cooperating Teachers to learn about and support the teacher candidate's preparation of and obligations around the Teacher Work Sample. (Completed by SUPERVISOR)
- **Student Teaching Grade Calculation form.** This form allows the Supervisor to calculate the final student teaching grade. This form is used once the "Final Assessment of Classroom Teaching" and "TWS Score Sheet" are completed. This form is located on the **STEPP** website. (Completed by SUPERVISOR)
- **Expectations Checksheet (K-12 & Secondary).** We are required to document that all student teachers meet the Colorado teaching standards at the proficient level. This form should be reviewed and items checked off on a regular basis. This document is available on the **STEPP** website. It is shared with all Cooperating Teachers working with the same student teacher. At the end of the semester this checklist is turned into the University Supervisor. It is a program requirement from the Colorado Department of Education to provide evidence that supports Institutional Endorsement for Licensure. For those students who have 2 placements, the same form will be used, but each item must be initialed by each placement's Cooperating Teacher, and both Cooperating Teachers, as well as the Supervisor, must sign the document. (Completed by COOPERATING TEACHER and SUPERVISOR, with STUDENT TEACHER input).
- **ECE Expectations Checksheet** (Early Childhood Education). Please see instructions above for Expectations Checksheet.

## Credit Forms for Cooperating Teachers

CDE and/or Continuing Education credit is available for cooperating teachers. Credit forms follow this page. Please note:

- CSU Continuing Education Form and Explanation Page
  - 4-page form 92 pages are submitted to CSU
  - Cost is \$55 per one credit
  - Transcribed on a CSU transcript
  - Course is EDUC 695 V
  
- Colorado Department of Education Form
  - 1-page form
  - No cost
  - Does not appear on a transcript
  - Is signed by teacher and principal and sent directly to CDE with license renewal application (Renewal Credit ONLY)