



**CENTER FOR
EDUCATOR PREPARATION
COLORADO STATE UNIVERSITY**

STUDENT TEACHING HANDBOOK

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The Center for Educator Preparation is part of the School of Education, an academic unit within Colorado State University's College of Health and Human Sciences.

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PREFACE

This Student Teaching Handbook is intended for teacher candidates (student teachers), mentor teachers (cooperating teachers), and university coaches (university supervisors) during the student teaching semester. 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 the Center for Educator Preparation 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 (also termed teacher candidates interchangeably) 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 CEP faculty and staff at Colorado State University are pleased to make this handbook available for the preparation of new teachers.

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This handbook, plus additional forms and information, can be found at <https://col.st/nbys9>

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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. Coaching and 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 mentor teachers. The teacher candidate is supported by both the mentor teacher and university coach 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:

- 95% 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 CEP staff. All coursework must be completed as part of the eligibility to earn the program's recommendation for licensing.)
- All prerequisite education coursework completed with grades of C or better.
- 2.75 cumulative GPA calculated on all CSU coursework (3.00 for Social Studies & M.Ed. students).
- 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 (Praxis).

OBJECTIVES OF STUDENT TEACHING

Course Expectations and Evaluations

Every teacher candidate 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 standard is required and will be documented and evaluated via:

1. Classroom observation forms
 - [LONG FORM](#)
 - [SHORT FORM](#)
2. Artifacts in the Standards Portfolio
3. Successful exhibition of dispositions required for effective teaching and professional practice on the [CEP Dispositions Check Sheet](#).

Teacher Candidate Quality Standards

The following standards are adapted from the Colorado State Model Evaluation System for Teachers approved by the Colorado State Board of Education in May of 2013 (revised April 2017), and reflect the knowledge, skills, and dispositions required for teachers to ensure students' academic success and social growth. They "strive to support growth and development, close achievement gaps and to prepare diverse student populations for postsecondary

and workforce success (Colorado Department of Education, 2016).”

These Teacher Candidate Quality Standards have been adapted to reflect the specific context and opportunities available to teacher candidates throughout the four-phase program in the Center for Educator Preparation at Colorado State University.

The first category involves the work surrounding the act of teaching. Since the primary role of the teacher is to support students’ academic and personal success, it is the focus of three of the four standards.

- **CEPTCQS #1:** Teachers demonstrate mastery of and pedagogical expertise in the content they teach.
- **CEPTCQS #2:** Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.
- **CEPTCQS #3:** Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.

The second category involves continuing improvement and the effectiveness of the teacher, both personally and professionally:

- **CEPTCQS #4:** Teachers demonstrate professionalism through ethical conduct, reflection, and leadership.

Preservice teacher candidate performance should be rated on each element within each standard at one of four levels:

- Emergent Candidate
- Developing Candidate
- Proficient Candidate
- Accomplished Candidate

These levels are cumulative across the rows of the rubric in that a “Proficient Candidate” must exhibit the characteristics encompassed under each previous level in addition to those described at the “Proficient Candidate” level. A candidate must demonstrate professional performance with a ‘C’ or better and at the proficient level for dispositions to be recommended for licensure.

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 endorsements or M.Ed. students.

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 mentor teacher in advance and to provide complete lesson plans (sub plans), materials, and necessary resources. The university coach is to be notified of all absences by the teacher candidate. The student teacher will be required to make up absences in excess of three (3) days. These three allowed absences are only to be used in case of emergency, they are not to be used as free/personal days.

For absences due to illness, teacher candidates should call the mentor teacher(s) as early as possible. Other absences (family emergency, professional obligations, job fairs) must have prior approval of the mentor 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 grade. In some situations, students may be eligible for a second student teaching assignment. The candidate must meet with the CEP Student Teaching Coordinator and other relevant faculty 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.

Liability and Workers’ Compensation for Student Teachers

During the formal student teaching period, as defined on the student teaching contract submitted by the mentor 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.” Teacher 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 Teacher Candidate and Mentor Teacher

Mentor 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, unless the district follows internal processes to hire them in such a role. Constant supervision does not mean the mentor 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 teacher candidate should know how and where to get assistance at all times.

Supervision of Student Teachers

Regular and planned supervision of the teacher candidate is the joint responsibility of the mentor teacher and the university coach. University coaches will meet with both the teacher candidates and the mentor teachers early in the semester to assist in the development of a planned program of visits and assessments. University coaches 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 university coaches are made based on many factors by the Student Teaching Coordinator.

The CEP faculty recognize that the match between a university coach and student teacher may not always be satisfactory. Because of this, a “Request to Change University Coach” process has been developed. The changing of a university coach 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 mentor teacher should be available to the student teacher on a consistent basis, provide frequent observation feedback (at a minimum of four times) and support for the planning and learning process. There will be a three-way conference for a final evaluation and discussion of the teacher candidate’s final grade, between the teacher candidate, mentor teacher and university coach. However, final documentation and suggested grades are submitted by the university coach to the Student Teaching Coordinator. Ultimately, final grade submission are the ultimate responsibility of the Student Teaching Coordinator.

Responsibilities of the Teacher Candidate

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

The student teaching experience is a graded course. It is to the teacher candidates’ benefit to become familiar with the expectations for performance and the criteria for evaluation. Teacher candidates are expected to work at meeting these expectations and to ask for assistance as needed. Teacher candidates may want to review the **Evaluation** section of this handbook for more information about their evaluation.

Requirements for Teacher Candidates

Attendance

- Fall student teachers begin their semester at the end of summer vacation when their mentor teacher returns to school, not when University classes begin. Spring student teachers begin their semester immediately following the school’s winter break.
- Teacher candidates are expected to follow the procedures of their 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. Teacher candidates should find out what professionals wear and adjust their wardrobe to be in accordance with the professional dress expected of their host-school site.

- Act and speak like a teacher. Teacher candidates are in a student teaching placement 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, etc.

Introductory Phase of Teaching

- Prior to the beginning of the teacher candidates’ work in the school they should meet with the mentor 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 teacher candidates to make with the administrators, even if it is not required in the student teacher placement process.
- Teacher candidates should obtain and READ the host-school handbook. Find out what is expected of teachers and staff.
- If possible, the teacher candidate should observe the mentor teacher at work, obtain curriculum guides, textbooks, and materials.
- The teacher candidates should learn about the school policies and expectations for student behavior and grading.
- The teacher candidate should tour the school; introduce themselves to other members of the school community.
- The teacher candidate should seek opportunities to learn more about teaching—subscribe to a teaching journal, surf the web, and revisit prior coursework materials.
- The teacher candidate should prepare—develop organization skills, obtain appropriate materials, set up a grade book, start an “ideas” file.
- Teacher candidates should meet with their mentor teacher(s) to plan their phase-in to teaching.
- Teacher candidates should try to stay healthy—get lots of sleep, maintain a healthy lifestyle, drink lots of water, and wash hands often.
- Teacher candidates are strongly encouraged to not be working an outside job during this semester.

In First Week

- Teacher candidates should observe the mentor teacher at work, interact with the students and learn their names.
- Teacher candidates should become familiar with the curriculum and the mentor teacher’s planning.
- Teacher candidates begin to integrate themselves as a co-teacher as soon as possible.
- Teacher candidates get to know other staff members; special educators, counselors, nurse, tutors, etc.

Teaching

- It is the teacher candidates’ responsibility to support the mentor teacher’s obligation to provide the best possible education to all students.
- Good instruction starts with good planning. Teacher candidates will be expected to create and follow comprehensive lesson plans throughout student teaching. These plans must be standards-based.
- Teacher candidates will learn about and use a variety of materials and resources to present material.
- Teacher candidates will develop and implement effective strategies for managing a positive learning environment, including classroom management and discipline.
- Teacher candidates must know their students and provide appropriate learning opportunities.
- Teacher candidates must follow the rules and expectations for teachers in all areas, including attendance, discipline, assessment, and deadlines.
- Teacher candidates will treat all student and “in-school” information with the utmost confidentiality.
- Teacher candidates will communicate with students and parents.
- Teacher candidates will be an active member of the school community. Attend meetings and events, perform duties as required, participate and volunteer.
- Teacher candidates will meet and/or communicate with their mentor teacher(s) on a daily basis.
- Teacher candidates will meet with their university coach at scheduled times.
- Teacher candidates will be attentive to deadlines and appointments. Keep a daily calendar/schedule.
- Teacher candidates will be an active participant at all student teaching seminars.

Preparing to Leave

- Prepare for the teacher candidates leaving at the end of their time by planning a phase-out process.
- Teacher candidates will leave the students ready to work with the mentor teacher.
- Teacher candidates will leave behind a reputation of a quality teacher and valued colleague.
- Teacher candidates will leave all grades and good records with the mentor teacher. Both the students and their teacher should be aware of the students' grades at the time the student teacher leaves. Teacher candidates will return all borrowed items.

PLANNING FOR INSTRUCTION AND CO-TEACHING

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 mentor teacher's long-range plans for the semester. Team planning early in the semester can help the teacher candidates become familiar with expectations and procedures. Each student teacher is expected to take the lead in developing at least one complete unit plan, including taking the lead in all aspects of teaching: planning, instruction and assessment.

Daily Lesson Plans

Daily plans must be available for every lesson taught by the teacher candidate. Although experienced teachers often do not develop complete daily lesson plans, the teacher candidate is expected to do so. The lesson plan should be provided to the mentor teacher and university supervisor prior to the beginning of any lesson in which they are observing. The mentor teacher should always be made aware of lesson plans.

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 objectives
- Differentiation: account for different learning needs

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

Unit Plans

Every teacher candidate should take the lead in designing 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 mentor 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. Teacher candidates don't want to teach what they 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. Teacher candidates should consider where they 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 needed to accomplish 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 materials, copies of activities, directions, worksheets, tests, letters, etc. into one folder. Make sure it is neatly presented, correctly produced, professional, and complete.

Responsibilities of the Mentor Teacher

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

The most important consideration in this student teaching program is for the students in mentor teacher's 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 suggestions in the section below.

Mentor 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 mentor 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 and student-level. For a 15- or 16-week placement, the honorarium is \$125. For 8-week placements, the honorarium is \$75.00. In a few instances this amount is further sub-divided by the number of mentor teachers involved.

Colorado Department of Education and/or CSU Continuing Education credit is available for mentor teachers who work with a student teacher. Credit forms will be e-mailed to mentor teachers by the Student Teaching Coordinator.

Suggestions for Mentor Teachers

Mentor teacher should consider working with the teacher candidate 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 the CEP website for more resources.

Planning for a Teacher Candidate

Prior to the arrival of the student teacher, mentor teachers should prepare students for the teacher candidate's arrival. Mentor teachers can consider introducing the student teacher as a co-teacher for the semester. This helps develop early perceptions of the teacher candidate as a responsible member of the faculty. Mentor teachers can tell students something about their new teacher and of changes that will be occurring as a result.

Orientation

Mentor teachers can help create a feeling of welcome for the student teacher by doing the following:

- 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.

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

- Mentor teachers will get to know the teacher candidate well enough so they can have insights into their strengths, their anxieties, their needs.
- Mentor teachers will learn about and share the appropriate policies and legalities that will help the teacher candidates meet these professional obligations.
- Mentor teachers should be a good listener. They will be available so the teacher candidate can count on them.

Instructional and Curricular Advice

- Mentor teachers will obtain copies of necessary texts, curriculum guides, and materials for the student teacher.
- Mentor teachers should share lesson plans, files, and insights.
- Mentor teachers can assist the student teacher in the development of an effective classroom management plan.
- Mentor teachers will help the student teacher identify other teachers who can provide enrichment ideas.
- Mentor teachers will participate in discussions around instruction and curriculum.
- Mentor teachers will encourage teacher candidate participation in department and professional meetings.
- Mentor teachers will support teacher candidates and insist on good planning.

Modeling

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

Observation and Feedback

- Mentor 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. They should spend lots of time in the classroom.
- Mentor teachers should 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" section below.)
- Mentor teachers and teacher candidates should keep a notebook of comments, commendations, and suggestions on a daily and/or weekly basis. (This is also an excellent way to document mentor teacher supervision.)
- Mentor teachers should hold quick conferences between classes for feedback, for support, and for immediate constructive suggestions.
- Mentor teachers should take note of things the student teacher is doing well and share that with them.
- Mentor/student teacher pairs should consider team teaching.
- Mentor teachers and teacher candidates should consider scheduling weekly sit-down conferences for feedback and planning.
- Mentor teachers should provide 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, mentor teachers will be well prepared to provide substantive, ongoing assessments of the teacher candidates' progress.
- During the 15-week student teaching assignments, the mentor teacher does at least four formal observations. During the 8-week student teacher assignments, the mentor teacher does at least two observations (per assignment).
- The most important assessments are those mentor teachers complete on a daily or weekly basis, when the teacher candidate is provided with timely feedback.
- Note also that mentor teachers are still ultimately responsible for the evaluation of their PK-12 students.

- Mentor teachers will provide input and comments to the university coach for the final assessment of student teaching.
- If asked and when they feel comfortable, mentor teachers can choose to write a letter of recommendation for the teacher candidate.

Suggestions for the Assessment/Feedback of Teacher Candidates by Any Supervising Party

- 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 teacher candidates' performance in the classroom and school.
- Avoid making any public statements throughout the school about the teacher candidate's deficiencies, when appropriate.
- Avoid any personal behavior or statements suggesting malice or intent to harm.
- Convey, by behavior and writing, a concern both for the teacher candidates' 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 Coach (Supervisor)

University coaches are hired on an as-needed basis to provide support, feedback and resources to teacher candidates out in the field. The primary role of the university coach (supervisor) is to coach the development of a novice teacher. University coaches may find themselves acting as a mentor, a counselor, a colleague, a confidant, and a facilitator to both the teacher candidate and the mentor teacher.

In order to do so, it is the university coach's role to:

Help prepare both the mentor teacher the teacher candidate for the semester

- The university coach will meet with both parties early in the semester to review the Student Teaching Handbook and the semester expectations.
- The university coach will help student teachers make the transition into the professional world by reviewing expectations related to professional dispositions and curricular obligations.
- The university coach will understand the experiences the student teacher has completed prior to student teaching, and help them to apply their previous learnings in the classroom setting.

Support the teaching-learning experience

- The university coach will support course expectations and evaluation systems communicated to all parties by the Student Teaching Coordinator.
- The university coach will meet with the teacher candidate and mentor teacher within the first one-two weeks of the student teaching experience, to answer questions and set norms/expectations.
- The university coach will observe the teacher candidate at least four times during the semester.
- The university coach will be a resource for both the student teacher and the mentor teacher, stressing the consultant and cooperative aspects of the coaching role.
- The university coach will provide substantive feedback that will help the student teacher in his/her growth.
- The university coach will identify and commend strengths, provide suggestions for activities and alternative strategies.
- The university coach will stress reflective learning activities.

To assess and evaluate the teacher candidate, the university coach will:

- Meet with the mentor teacher to discuss the development and/or needs of the teacher candidate.
- Encourage the teacher candidate to engage in self-evaluation activities.
- Meet for 3-way (triad) conferences with the mentor teacher and teacher candidate 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 teacher candidate 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 lead a final coaching meeting.
- Obtain completed evaluation forms from the mentor teacher and submit them to the Student Teaching Coordinator.
- Complete the final evaluation forms including comments, with input from the mentor teacher(s).
- Determine the final grade for the student teacher. This should be done with input from the mentor teacher, and then it is communicated to the Student Teaching Coordinator.

The university coach will communicate effectively with the CEP faculty and staff, and will attend orientations and workshops when able

- The university coach will inform the Student Teaching Coordinator of any changes or alterations in assignments or schedules.
- The seminar leader will keep the Student Teaching Coordinator informed of all seminar schedules.
- The university coach and/or seminar leader will notify the Student Teaching Coordinator of any student teachers experiencing difficulties.
- The university coach and/or seminar leader will notify the Student Teaching Coordinator of any teacher candidate “at risk” of failure by the middle of the semester. If a student teacher is struggling or at risk of failure, the Student Teaching Coordinator and university coach, will notify the mentor teacher and teacher candidate early and follow the “Procedures for Implementing the Professional Improvement Process for Student Teachers” for documenting steps taken to help the teacher candidate improve or to remove the student teacher from the site.
- The university coach will submit all completed materials to the Student Teaching Coordinator.

Suggested Timeline of Experiences and Teaching Load for the Teacher Candidate

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, teacher candidate, etc.

As teacher evaluation continues to change, we realize that giving up a classroom for an extended period of time may be worrisome. With a shift in thinking, CEP hopes that we can all look at some fresh ways of incorporating student teachers into PK-12 classrooms. We want teacher candidates to allow an opportunity to implement some additional interventions and creative co-teaching approaches to assist in students’ achievement and growth. There is not a set requirement of weeks in which a teacher candidate needs to be in full control of a classroom. We would like mentor teachers to make a judgment based on their students and the individual student teacher. Mentor teachers should determine what makes most sense for their classroom.

We strongly encourage the following arrangements:

- Time is given to the teacher candidate for a transition into **independent teaching**.
- The opportunity for all teacher candidates 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 PK-12 school students.

***Independent Teaching:** During “independent teaching”, the teacher candidate is the lead instructor in the classroom. S/he is preparing his/her own lessons and assessments and is managing the classroom independently. The mentor 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.

***Co-Teaching:** While co-teaching is not a new phenomenon, its application in the student teaching experience is a new area of study. Co-teaching in student teaching enables two or more professionally-prepared adults to collaborate in the classroom, actively engaging students for extended periods of time. The co-teaching model of student teaching allows teacher candidates increased opportunities to get help when and how they need it. It affords both teachers opportunities to incorporate co-teaching strategies, grouping and educating students in ways that are not possible with just one teacher. The co-teaching in student teaching model may be implemented with any content at any grade level.

Co-teaching in student teaching provides a comprehensive and rigorous experience for teacher candidates, allows cooperating teachers the ability to remain actively involved, and enhances the quality of learning for PK-12 students. The co-teaching partnership enables cooperating teachers to provide consistent mentoring, giving teacher candidates the time and support necessary to gain skills and confidence required to teach successfully.

15- or 16-Week Placements—Suggested Timeline of Experiences and Teaching Load

Week	Activities
1	Observing. Planning. Meetings with mentor teacher. Student teacher to make sure s/he is aware of all policies and has items such as name tag, email, voicemail, etc. ready for use. Integrate as a co-teacher. Begin work on Standards Portfolio.
2	Cooperative teaching. Assist mentor teacher with attendance, departmental meetings, after-school meetings, other projects and/or other activities. Continue work on Standards Portfolio.
3	Team planning and teaching. Teacher candidate should add one class to his/her individual planning and teaching.
4	Student teacher should add another class to his/her individual planning and teaching. Continue team teaching and planning with other classes.
5	Independent Teaching and/or Lead Co-Teaching. Teacher candidate should teach and plan for either a full load (all classes) with a minimum of two different preps (preferably) or four classes if a teacher has responsibility for five classes on a traditional schedule or if the school has a block with three classes each day or 2/3 split every other day; minimum of two different preps.
6	Independent Teaching and/or Lead Co-Teaching/ Standards Portfolio
7	Independent Teaching and/or Lead Co-Teaching/ Standards Portfolio
8	Independent Teaching and/or Lead Co-Teaching/ Standards Portfolio
9	Independent Teaching and/or Lead Co-Teaching/ Standards Portfolio
10	Independent Teaching and/or Lead Co-Teaching/ Standards Portfolio
11	Independent Teaching and/or Lead Co-Teaching/ Standards Portfolio
12	Independent Teaching and/or Lead Co-Teaching/ Standards Portfolio
13	Independent Teaching and/or Lead Co-Teaching/ Standards Portfolio
14	Begin transition back to partial load. Ensure that the mentor teacher has all the necessary information to gradually resume the teaching of classes.
15-16	Finalize transition out of independent teaching. Observe other teachers and classrooms.

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

Week	Activities
1	Observing. Planning. Meetings with mentor teacher. Student teacher to make sure s/he is aware of all policies and has items such as name tag, email, voicemail, etc. ready for use. Integrate as a co-teacher. Begin work on Standards Portfolio.
2	Team Teaching.
3	Teach partial load with original lesson plans. Ongoing TWS planning/preparation by student teacher.
4	Independent Teaching and/or Lead Co-Teaching/ Standards Portfolio
5	Independent Teaching and/or Lead Co-Teaching/ Standards Portfolio
6	Independent Teaching and/or Lead Co-Teaching/ Standards Portfolio
7	Begin transition back to partial load. Ensure that the mentor teacher has all the necessary information to gradually resume the teaching of classes.
8	Minimal teaching. Observe other teachers and classrooms.
Change to second 8-week placement	
9-16	Repeat as per weeks 1-8 above.

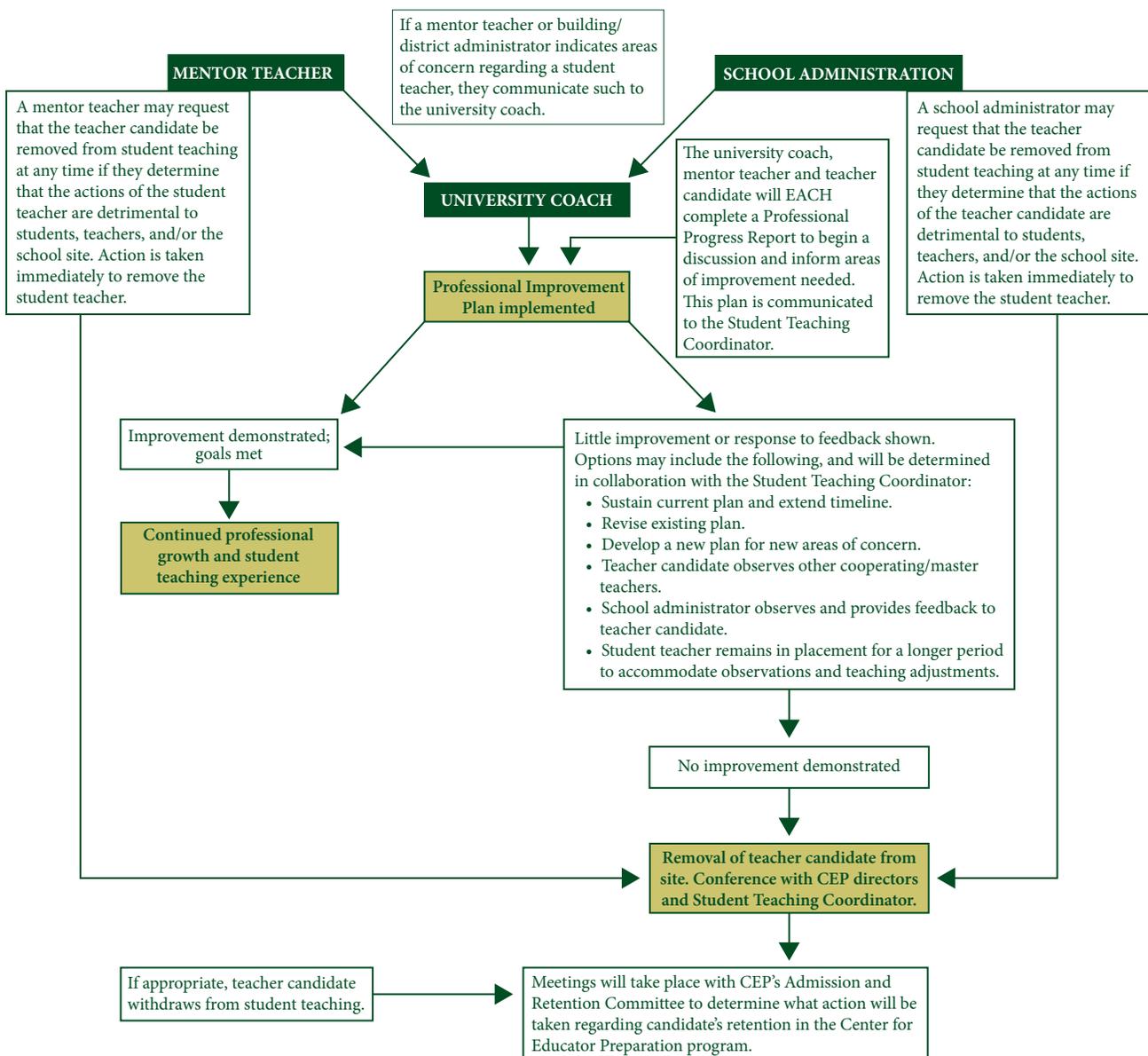
*Student teachers in K-12 Art and Music placements complete Standard Portfolio. Artifacts from both placements can be included within the Standards Portfolio. Standard and disposition reflections should be reflective on the student teaching experience, as a whole (including both placements). In most cases, the second university coach will be grading the standards portfolio. However, teacher candidates must be in touch with university coaches early on to make sure they have all the necessary information.

PROFESSIONAL IMPROVEMENT PROCESS, PROFESSIONAL IMPROVEMENT PLAN AND PROFESSIONAL PROGRESS REPORT

It is recognized that there may be times when a teacher candidate 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 teacher candidate 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 teacher candidates who are non-attentive to feedback, at risk of failure or at risk of being withdrawn from student teaching.



Professional Progress Report for Teacher Candidates

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 professional dispositions of teacher 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 CEP Advising Center, with the highest standards of professional confidentiality and individual protection.

PROFESSIONAL PROGRESS REPORT: PROFESSIONAL DISPOSITIONS

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 nonverbal 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

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

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.

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

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

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

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

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

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

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

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

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