



CSU Pueblo School of Education

Cooperating Teacher Packet

Student Teaching

Contents and Deadlines:

School of Education Standards

Program Dispositions

Four Formal Observation Forms (2 before Midterm and 2 after Midterm) REQUIRED

- Turned in by the end of the semester

Informal Observation Form (as needed)

One Midterm Evaluation Sheet (Final evaluation submitted by Supervisor)

One Final Evaluation Sheet (Final evaluation submitted by Supervisor)

One copy of the student's log of hours. They should be maintaining this weekly, and I encourage you to ask to see it.

Completed packet submitted by the end of finals week.

Please adhere to all deadlines. Any request for extension must be approved by the
Director of Student Teaching.

Guidelines for Supervision

Concerns should immediately be brought to the university supervisor AND the Director of Student Teaching & Experiential Programming.

Collaboration among the student teacher, cooperating teacher, and supervisor is expected on the following forms (to be initiated by the supervisor as part of their packet):

- Midterm evaluation
- Final evaluation
- Student Teacher (ST) Inventory
- Final Grade assignment

All forms should have signatures from all parties (typed will suffice if completing forms digitally)

Observations should be spread out over the semester – you may complete more if you like as supplemental documentation

Midterm eval, final eval, final grade, and ST inventory are contained in this document for your own documentation and evaluation processes. However, the final version of these documents should be done in collaboration with ST and the supervisor and will be submitted by supervisors at the end of the semester.

Please complete and turn in the packet as one document unless you need to complete additional forms.

Possible/sample schedule

- Week 1 – orientation, observation, and participation
- Weeks 2-9 – Guided Teaching
- Weeks 10-13 – Independent Teaching
- Weeks 14-15 – Phase out of Student Teaching
- Week 16+ – Make up any absences/continue until 590 hours met

Compensation for being a cooperating teacher

- \$100 stipend (fall - November/December or Spring April/May)
- Most will be paid through the payroll of your district
- If paid as an individual, you will receive additional paperwork
- 3 free CDE credits – form will be emailed toward the end of the semester
- (OPTIONAL) 3 graduate-level credits offered to coops at a highly discounted rate - form will be emailed toward the end of the semester

School of Education Standards

The School of Education is a standards and performance-based model of education. Student outcomes are the foundation of the program, upon which the curriculum, instruction, and assessment are aligned and implemented. Based on its mission to produce teachers of quality and distinction, the program has adopted the Teacher Quality Standards (TQS) that have been approved by the Colorado Department of Education. Each standard has been articulated into a series of performance-based elements that all students must achieve before completing the program.

Teacher Quality Standards

Graduates of the School of Education at Colorado State University Pueblo build effective learning communities in which all learners thrive and develop to their maximum potential. In accomplishing this, graduates demonstrate mastery of the following:

TQS I: Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).	I.A. Teachers provide instruction that is aligned with the Colorado Academic Standards and their district's organized plan of instruction.
	I.B. Teachers develop and implement lessons that connect to a variety of content areas/disciplines and emphasize literacy and mathematics.
	I.C. Teachers demonstrate knowledge of the content, central concepts, inquiry, appropriate evidence-based instructional practices, and specialized characteristics of the disciplines being taught.
TQS II: Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.	II.A. Teachers foster a predictable learning environment characterized by acceptable student behavior and efficient use of time in which each student has a positive, nurturing relationship with caring adults and peers.
	II.B. Teachers demonstrate an awareness of, a commitment to, and respect for multiple aspects of diversity while working toward common goals as a community of learners.
	II.C. Teachers engage students as individuals, including those with diverse needs and interests, across a range of ability levels by adapting their teaching for the benefit of all students.
	II.D. Teachers work collaboratively with the families and/or significant adults for the benefit of students.



TQS III: Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.	III.A. Teachers demonstrate knowledge about the ways in which learning takes place, including the levels of intellectual, physical, social, and emotional development of their students.
	III.B. Teachers use formal and informal methods to assess student learning, provide feedback, and use results to inform planning and instruction.
	III.C. Teachers integrate and utilize appropriate available technology to engage students in authentic learning experiences.
	III.D. Teachers establish and communicate high expectations and use processes to support the development of critical-thinking and problem-solving skills.
	III.E. Teachers provide students with opportunities to work in teams and develop leadership.
	III.F. Teachers model and promote effective communication.
TQS IV: Teachers demonstrate professionalism through ethical conduct, reflection, and leadership.	IV.A. Teachers demonstrate high standards for professional conduct.
	IV.B. Teachers link professional growth to their professional goals.
	IV.C. Teachers are able to respond to a complex, dynamic environment.
	IV.D. Teachers demonstrate leadership in the school, the community, and the teaching profession.



Program Dispositions

In addition to the TQS, the program has adopted a set of teaching dispositions that must also be demonstrated to complete the program successfully. These dispositions and how they will be evaluated are shown below.

Key to Evaluation



4= Cruise Control! *Excellent performance on the disposition.*

3= Go! *Satisfactory performance on the disposition.*

2= Caution! *Growth opportunity on the disposition.*

1= Stop! *Severe Concern on the disposition.*

Blank= Parked. *No opportunity to observe the disposition.*

A. Growth Mindset

1. Approaches situations with an open mind.
2. Demonstrates flexibility in thinking and behavior.
3. Views challenges as opportunities.
4. Focuses on the process, not the end result.
5. Is inspired by others' success.
6. Learns and grows from failures.
7. Steps out of comfort zone.

B. Professional Behaviors

1. Aware of program policies and professional practices.
2. Demonstrates the emotional intelligence required of professional educators.
3. Models an excitement for teaching and learning.
4. Engages in critical inquiry related to the teaching and learning community.
5. Is well-groomed and dresses professionally, appropriate to the site and content.
6. Models democratic ideals personally and professionally.

C. Work Ethic

1. Attends on time and remains for the duration.
2. Engages throughout.
3. Works effectively with appropriate supervision.
4. Takes initiative.
5. Advocates for self.

D. Responsiveness

1. Responds in a caring manner towards K-12 students, peers, and other learning community members.
2. Articulates own opinions, feelings, and needs while demonstrating sensitivity to others' opinions, feelings, and needs.

E. Communication

1. Uses professional oral expression in public settings (including digital media).
2. Uses professional written expression in public settings (including digital media).
3. Practices active listening.
4. Respects the input of others.



Formal Lesson Observation

Student Name: _____ Date of Observation: _____

School: _____ University Supervisor: _____ Grade/Subject: _____

Standard I – Teachers demonstrate mastery of pedagogical expertise in the content they teach.		
Element	Rating	Narrative/Evidence
A – Teachers provide instruction that is aligned with the Colorado Academic Standards and their district’s organized plan of instruction.	<input type="checkbox"/> Not Observed <input type="checkbox"/> Basic <input type="checkbox"/> Developing	<input type="checkbox"/> Proficient <input type="checkbox"/> Advanced <input type="checkbox"/> Exemplary
B – Teachers develop and implement lessons that connect to a variety of content areas/disciplines and emphasize literacy and mathematics.	<input type="checkbox"/> Not Observed <input type="checkbox"/> Basic <input type="checkbox"/> Developing	<input type="checkbox"/> Proficient <input type="checkbox"/> Advanced <input type="checkbox"/> Exemplary
C – Teachers demonstrate knowledge of the content, central concepts, inquiry, appropriate evidence-based instructional practices, and specialized characteristics of the disciplines being taught	<input type="checkbox"/> Not Observed <input type="checkbox"/> Basic <input type="checkbox"/> Developing	<input type="checkbox"/> Proficient <input type="checkbox"/> Advanced <input type="checkbox"/> Exemplary



Standard II – Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.			
A – Teachers foster a predictable learning environment characterized by acceptable student behavior and efficient use of time in which each student has a positive, nurturing relationship with caring adults and peers.	<input type="checkbox"/> Not Observed <input type="checkbox"/> Basic <input type="checkbox"/> Developing	<input type="checkbox"/> Proficient <input type="checkbox"/> Advanced <input type="checkbox"/> Exemplary	
B – Teachers demonstrate an awareness of, a commitment to, and respect for multiple aspects of diversity while working toward common goals as a community of learners	<input type="checkbox"/> Not Observed <input type="checkbox"/> Basic <input type="checkbox"/> Developing	<input type="checkbox"/> Proficient <input type="checkbox"/> Advanced <input type="checkbox"/> Exemplary	
C – Teachers engage students as individuals, including those with diverse needs and interests, across a range of ability levels by adapting their teaching for the benefit of all students.	<input type="checkbox"/> Not Observed <input type="checkbox"/> Basic <input type="checkbox"/> Developing	<input type="checkbox"/> Proficient <input type="checkbox"/> Advanced <input type="checkbox"/> Exemplary	
D -- Teachers work collaboratively with the families and/or significant adults for the benefit of students.	<input type="checkbox"/> Not Observed <input type="checkbox"/> Basic <input type="checkbox"/> Developing	<input type="checkbox"/> Proficient <input type="checkbox"/> Advanced <input type="checkbox"/> Exemplary	



Standard III – Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.			
A - Teachers demonstrate knowledge about the ways in which learning takes place, including the levels of intellectual, physical, social, and emotional development of their students.	<input type="checkbox"/> Not Observed <input type="checkbox"/> Basic <input type="checkbox"/> Developing	<input type="checkbox"/> Proficient <input type="checkbox"/> Advanced <input type="checkbox"/> Exemplary	
B - Teachers use formal and informal methods to assess student learning, provide feedback, and use results to inform planning and instruction.	<input type="checkbox"/> Not Observed <input type="checkbox"/> Basic <input type="checkbox"/> Developing	<input type="checkbox"/> Proficient <input type="checkbox"/> Advanced <input type="checkbox"/> Exemplary	
C - Teachers integrate and utilize appropriate available technology to engage students in authentic learning experiences.	<input type="checkbox"/> Not Observed <input type="checkbox"/> Basic <input type="checkbox"/> Developing	<input type="checkbox"/> Proficient <input type="checkbox"/> Advanced <input type="checkbox"/> Exemplary	
D - Teachers establish and communicate high expectations and use processes to support the development of critical-thinking and problem-solving skills.	<input type="checkbox"/> Not Observed <input type="checkbox"/> Basic <input type="checkbox"/> Developing	<input type="checkbox"/> Proficient <input type="checkbox"/> Advanced <input type="checkbox"/> Exemplary	
E - Teachers provide students with opportunities to work in teams and develop leadership.	<input type="checkbox"/> Not Observed <input type="checkbox"/> Basic <input type="checkbox"/> Developing	<input type="checkbox"/> Proficient <input type="checkbox"/> Advanced <input type="checkbox"/> Exemplary	
F - Teachers model and promote effective communication.	<input type="checkbox"/> Not Observed <input type="checkbox"/> Basic <input type="checkbox"/> Developing	<input type="checkbox"/> Proficient <input type="checkbox"/> Advanced <input type="checkbox"/> Exemplary	



Standard IV - Teachers demonstrate professionalism through ethical conduct, reflection, and leadership.			
A - Teachers demonstrate high standards for professional conduct.	<input type="checkbox"/> Not Observed <input type="checkbox"/> Basic <input type="checkbox"/> Developing	<input type="checkbox"/> Proficient <input type="checkbox"/> Advanced <input type="checkbox"/> Exemplary	
B - Teachers link professional growth to their professional goals.	<input type="checkbox"/> Not Observed <input type="checkbox"/> Basic <input type="checkbox"/> Developing	<input type="checkbox"/> Proficient <input type="checkbox"/> Advanced <input type="checkbox"/> Exemplary	
C - Teachers are able to respond to a complex, dynamic environment.	<input type="checkbox"/> Not Observed <input type="checkbox"/> Basic <input type="checkbox"/> Developing	<input type="checkbox"/> Proficient <input type="checkbox"/> Advanced <input type="checkbox"/> Exemplary	
D - Teachers demonstrate leadership in the school, the community, and the teaching profession.	<input type="checkbox"/> Not Observed <input type="checkbox"/> Basic <input type="checkbox"/> Developing	<input type="checkbox"/> Proficient <input type="checkbox"/> Advanced <input type="checkbox"/> Exemplary	
Overall Lesson Rating	<input type="checkbox"/> Not Observed <input type="checkbox"/> Basic <input type="checkbox"/> Developing	<input type="checkbox"/> Proficient <input type="checkbox"/> Advanced <input type="checkbox"/> Exemplary	



Overall Comments

University Supervisor

Student Teacher

Cooperating Teacher



Informal Teacher Lesson Observation

Student Name

Date

Grade/Subject

University Supervisor

School

Cooperating Teacher

Directions: To complete this form, please observe the intern for a period equivalent to one entire lesson. Please provide specific feedback on the intern's performance based on CSU Pueblo Teacher Quality Standards. Standard I – Teachers demonstrate mastery of and pedagogical expertise in the content they teach; Standard II – Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students; Standard III – Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students; Standard IV – Teachers demonstrate professionalism through ethical conduct, reflection, and leadership.

Section one: Cite specific standards and comment on the lesson's strengths.

Standard(s)	Comments:
__ I	
__ II	
__ III	
__ IV	

Section Two: Citing specific standards and provide recommendations for improving teaching performance.

Standard(s)	Comments:
__ I	
__ II	
__ III	
__ IV	

Cooperating Teacher

Student Teacher



Student Name _____

Cooperating Teacher _____

Date _____

University Supervisor _____

School _____

Grade Level/Subject _____

Mid-Term Evaluation

Instructions: University supervisors should collaboratively complete this form with the cooperating teacher. When determining a rating, consider all available evidence—such as observations, evaluations, reflections, portfolios, etc. Select the rating that most accurately reflects the student teacher’s consistent level of performance at the time of evaluation. Compare the student’s performance to an individual who has completed an educator preparation program and is ready to enter the workforce as a teacher. **Use only whole numbers according to the following scale. If any element receives a score below a 2, a Support Plan is required.**

1 = Basic, 2 = Developing, 3 = Proficient, 4 = Advanced, 5 = Exemplary

Standard and Elements	Rating
QUALITY STANDARD I: Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).	
<i>ELEMENT A:</i> Teachers provide instruction that is aligned with the Colorado Academic Standards and their district's organized plan of instruction.	
<i>ELEMENT B:</i> Teachers develop and implement lessons that connect to a variety of content areas/disciplines and emphasize literacy and mathematics.	
<i>ELEMENT C:</i> Teachers demonstrate knowledge of the content, central concepts, inquiry, appropriate evidence-based instructional practices, and specialized characteristics of the disciplines being taught.	
QUALITY STANDARD II: Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.	
<i>ELEMENT A:</i> Teachers foster a predictable learning environment characterized by acceptable student behavior and efficient use of time in which each student has a positive, nurturing relationship with caring adults and peers.	
<i>ELEMENT B:</i> Teachers demonstrate an awareness of, a commitment to, and respect for multiple aspects of diversity, while working toward common goals as a community of learners.	
<i>ELEMENT C:</i> Teachers engage students as individuals, including those with diverse needs and interests, across a range of ability levels by adapting their teaching for the benefit of all students.	
<i>ELEMENT D:</i> Teachers work collaboratively with the families and/or significant adults for the benefit of students.	



QUALITY STANDARD III: Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.	
<i>ELEMENT A:</i> Teachers demonstrate knowledge about the ways in which learning takes place, including the levels of intellectual, physical, social, and emotional development of their students.	
<i>ELEMENT B:</i> Teachers use formal and informal methods to assess student learning, provide feedback, and use results to inform planning and instruction.	
<i>ELEMENT C:</i> Teachers integrate and utilize appropriate available technology to engage students in authentic learning experiences.	
<i>ELEMENT D:</i> Teachers establish and communicate high expectations and use processes to support the development of critical-thinking and problem-solving skills.	
<i>ELEMENT E:</i> Teachers provide students with opportunities to work in teams and develop leadership.	
<i>ELEMENT F:</i> Teachers model and promote effective communication.	
QUALITY STANDARD IV: Teachers demonstrate professionalism through ethical conduct, reflection, and leadership.	
<i>ELEMENT A:</i> Teachers demonstrate high standards for professional conduct.	
<i>ELEMENT B:</i> Teachers link professional growth to their professional goals.	
<i>ELEMENT C:</i> Teachers are able to respond to a complex, dynamic environment.	
<i>ELEMENT D:</i> Teachers demonstrate leadership in the school, the community, and the teaching profession.	

Comments:

Student Teacher

University Supervisor



Student Name _____

Cooperating Teacher _____

Date _____

University Supervisor _____

School _____

Grade Level/Subject _____

Final Evaluation

Instructions: University supervisors should collaboratively complete this form with the cooperating teacher. When determining a rating, consider all available evidence—such as observations, evaluations, reflections, portfolios, etc. Select the rating that most accurately reflects the student teacher’s consistent level of performance at the time of evaluation. Compare the student’s performance to an individual who has completed an educator preparation program and is ready to enter the workforce as a teacher. **Use only whole numbers according to the following scale. If any element receives a score below a 2, a Support Plan is required.**

1 = Basic, 2 = Developing, 3 = Proficient, 4 = Advanced, 5 = Exemplary

Standard and Elements	Rating
QUALITY STANDARD I: Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).	
<i>ELEMENT A:</i> Teachers provide instruction that is aligned with the Colorado Academic Standards and their district's organized plan of instruction.	
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<i>ELEMENT C:</i> Teachers demonstrate knowledge of the content, central concepts, inquiry, appropriate evidence-based instructional practices, and specialized characteristics of the disciplines being taught.	
QUALITY STANDARD II: Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.	
<i>ELEMENT A:</i> Teachers foster a predictable learning environment characterized by acceptable student behavior and efficient use of time in which each student has a positive, nurturing relationship with caring adults and peers.	
<i>ELEMENT B:</i> Teachers demonstrate an awareness of, a commitment to, and respect for multiple aspects of diversity, while working toward common goals as a community of learners.	
<i>ELEMENT C:</i> Teachers engage students as individuals, including those with diverse needs and interests, across a range of ability levels by adapting their teaching for the benefit of all students.	
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QUALITY STANDARD III: Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.	
<i>ELEMENT A:</i> Teachers demonstrate knowledge about the ways in which learning takes place, including the levels of intellectual, physical, social, and emotional development of their students.	
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<i>ELEMENT F:</i> Teachers model and promote effective communication.	
QUALITY STANDARD IV: Teachers demonstrate professionalism through ethical conduct, reflection, and leadership.	
<i>ELEMENT A:</i> Teachers demonstrate high standards for professional conduct.	
<i>ELEMENT B:</i> Teachers link professional growth to their professional goals.	
<i>ELEMENT C:</i> Teachers are able to respond to a complex, dynamic environment.	
<i>ELEMENT D:</i> Teachers demonstrate leadership in the school, the community, and the teaching profession.	

Comments:

Student Teacher

University Supervisor



School of Education STUDENT TEACHING LOG

Student's Name: _____ Date: _____

Cooperating Teacher: _____

School: _____ Grade/Subject: _____

The cooperating teacher must sign for each day.

Date	Time Began	Time Ended	Total Time Hrs./Min. (round down)	Activities	Teacher's Signature
Total Time				Students must submit completed hours to the Director of Student Teaching in the Technology, Education, & Engineering Building, Room T233C; or they may be sent electronically to geraldine.trujillo@csupueblo.edu .	

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