COLORADO STATE UNIVERSITY PUEBLO
School of Education

Be an Educator!

Student Teaching Handbook

Message to Student Teachers, Cooperating Teachers, & Supervisors:

The Student Teaching Handbook is a guidebook to the student teaching experience. It includes information on requirements for student teaching and important rules and regulations, and it is your responsibility to read the material in this handbook carefully. This handbook has been prepared to clarify expectations and facilitate communication among the student teacher, cooperating teacher, and university supervisor. Included are sections dedicated to the roles of these positions, as well as the legal and ethical requirements for professional educators, guidelines for assuming the role of a professional educator, and the specific requirements for successful completion of student teaching.

Teaching is a complex endeavor. Becoming an effective teacher requires candidates to meet high standards in understanding the content being taught, the characteristics of the students, and best practices in pedagogy. However, as candidates develop as teachers, the base of knowledge in the content field will change; candidates will be confronted with students who are different from their own background or experiences, and the efforts of educational researchers will result in improved strategies for teaching and learning. Therefore, it is essential that candidates begin their development as teachers with the vision that the purpose of student teaching is not only to prepare them to be a successful beginning teacher but also to ensure that they develop habits of learning that will continue to be refined throughout their careers. The ability to analyze their own teaching, to understand the effects of their own and others' actions, and to persist in refining their own practice will be more important to their own future success as teachers than any one curriculum or technique they will master.

During the student teaching semester, which should be extremely challenging, candidates should not lose sight of the mission of public education. All children can learn. All children deserve the best teachers and the most equitable educational opportunities we can provide. We want them to become outstanding teachers and to provide the best quality education to all students. Candidates' cooperating teachers, college supervisors, and the resources of the School of Education and Colorado State University Pueblo are available during student teaching. It will be the candidate's responsibility to utilize these resources and to call upon them when needed.

Work hard. Learn as much as possible from the experience. But, do not lose sight of something else which is very important. With all of its stresses and demands, teaching children is a whole lot of fun. On behalf of the School of Education faculty, we wish you the best as you embark on the student teaching term.

Sincerely,

School of Education Faculty

Contents

Vision, Mission, & Values 5
Program Goals 5
School of Education Standards 5
Teacher Quality Standards 6
Program Dispositions 7
Legal Responsibilities 9
Ethical Responsibilities 9
Model Code of Educator Ethics (MCEE) 10
Principle I: Responsibility to the Profession 10
Principle II: Responsibility for Professional Competence 11
Principle III: Responsibility to Students 12
Principle IV: Responsibility to the School Community 13
Principle V: Responsible and Ethical Use of Technology 14
Schedule of Student Teaching 17
Requirements Prior to Student Teaching 17
Responsibilities during Student Teaching 18
Role of the Cooperating Teacher 18
Orientation Phase 18
Phase-In/Guided Planning and Teaching 19
Mentoring/Teaching/and Coaching Suggestions 20
Appraisal/Evaluation 21
Phase-Out of Student Teaching 21
Role of the Principal 21
Role of the University Supervisor 22
Role of the District 24
Role of the K-12 Advisory Board 24
Role of the Student Teacher 25
General Responsibilities of the Student Teacher 25
Assuming the Role of the Teacher 27
The Process of Becoming a Teacher 28
Co-Teaching (Additional information is located in Appendix C.) 28
Outline of a Possible Schedule 29
Creating a Community of Learners 31
Meet/Discuss Teaching Regularly 31
Utilize the University Supervisor 32
Self-Reflection and Professional Growth 32
Development of Reflective Teaching 33
Reflection on Formal Evaluations 34
Ongoing Appraisal and Formal Evaluation 35
Conferences 35
Feedback during Evaluation 35
Effective Feedback 36
Student Teaching/Capstone Seminar 36
Problems during Student Teaching 37
Working during Student Teaching 37
Extending Student Teaching 38
Intervention Strategies 39

Removal from Student Teaching 39
Significant Signs for Difficulties 39
Withdrawal from Student Teaching 40
Reapplication for Student Teaching 41
Change of Placement 41
Applying for Your License 41
Keeping in Touch 41
Appendix A: Weekly Learning Log 43
Appendix B: Placement Criteria for Student Teaching 44
Process for Placement of Student Teachers 44
Advantages for the Partner School 46
Critical Attributes of a Partner School 47
Critical Attributes of a Cooperating Teacher 48
Critical Attributes of a University Supervisor 49
APPENDIX C: Co-Teaching Information 52
A STUDENT TEACHER'S MODEL FOR CO-TEACHING 52
PERSONAL PHILOSOPHIES 52
THE PROFESSIONAL RELATIONSHIP 53
CHECKLIST FOR CO-TEACHING 54
CO-TEACHING APPROACHES 55
Appendix D: Forms and Documents 56

Vision, Mission, & Values

SoE Vision:
To be the people's choice for excellence in educator preparation, development, and leadership through building and bridging communities of learners using a delivery of innovative instruction to establish professionals able to provide equitable opportunities for diverse populations.

SoE Mission:
To engage and empower our community of learners and develop professional educators who respect diversity, advance social justice, and promote academic excellence through immersion in equitable exploration.

SoE Core Values:
- Change Agents
- Research
- Relationships
- Reflection
- Collaboration
- Compassion
- Democratic Ideal
- Equity
- Knowledge
- Perseverance

Program Goals
- Prepare teachers of quality and distinction with broad-based liberal arts education, depth of knowledge in the areas in which they teach, and the ability to skillfully translate theory and practice to ensure student learning.
- Create a learner-centered community designed to achieve program goals and expected student results.
- Provide systematic advising and evaluation to assure student success and program quality.
- Serve the region and state of Colorado through partnerships with school districts and institutions of higher education.

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.

Students should become familiar with all program standards to evaluate their own ongoing

success in teacher education. To assist with this, and for formal program evaluation, the School of Education evaluates students on these standards at three different times throughout the program: at admission, when the student applies to student teach, and at program completion. Student evaluations are maintained in the program's data management system (TEIMS), which is designed not only as a data repository, but a robust program evaluation system to track completer proficiency with respect to a broad variety of demographic traits and reporting demands from state and federal entities. This system also tracks program completers, their successful placements for student teaching (including high-quality cooperating teachers), and where they are currently employed.

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 successfully complete the program. 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.

Legal Responsibilities

Colorado statute states that "Any student teacher, during the time that such student is assigned to a field experience within a public school, shall be deemed to be a public employee of the school district within the meaning of the "Colorado Government Immunity Act" and that ".. the student teacher, during his practice teaching in a school, shall be deemed an employee of the school district pursuant to the provisions of section 8-4-106, C.R.S. 1973, for the purpose of workmen's compensation and liability insurance as provided for other school employees." (Cooperative Teacher Education Act. 22-62-101, 1978) CSU Pueblo student teachers may not serve as substitute teachers during the student teaching experience unless they have received a substitute authorization from the Colorado Department of Education. Furthermore, the School of Education will allow student teachers to substitute in their placement only, on the days their cooperating teacher is out of the building. Furthermore, student teachers should not transport pupils in their private vehicles.

The statute further states that a candidate for teacher licensure must "Complete a minimum of one academic term, including at least 400 student contact hours while student teaching in the grade level(s) and endorsement area(s) under a college supervisor and a certified teacher. The endorsement area of the certified teacher must be the same as that sought by the student teacher. Student teaching may be in different schools or educational settings. Evaluation of the student teaching experience must include systematic and continuous involvement of both the cooperating teacher and the college supervisor." CSU Pueblo requires a 590-hour minimum for student teaching, in accordance with our field experience hours work in the School of Education.

These are the minimum requirements established by the state of Colorado. The CSU Pueblo requirements meet and exceed these requirements and have been approved by the Colorado Department of Education. In order to be approved for licensure by Colorado State University Pueblo, all students must meet the CSU Pueblo requirements.

If a teacher candidate elects to pursue a paid student teaching position, the School of Education will work with each student individually to facilitate such a position. Pursuant to section 22-60.5-111 4 I. of the Colorado Revised, school districts can employ non-licensed teachers who have not yet met the requirements for an initial educator license or alternative license. The Colorado State University Pueblo carries liability insurance on its students participating in student teaching. However, we recommend that you supplement this insurance with a low cost policy through the Teacher Education Association or through your own private carrier. Note: CSU Pueblo's insurance will not cover charges of criminal acts related to student teaching.

Ethical Responsibilities

One of the most important goals of student teaching is to develop an understanding of the moral and ethical effects of teaching. What is the relationship between the decisions we make in planning, implementing, and evaluating instruction and issues relating to equity and opportunity? Teachers will face ethical dilemmas throughout their careers, and it is during student teaching, when styles of teaching first develop, that it is essential that you begin to develop a pattern for analyzing and reflecting on the ethical and moral consequences of teaching decisions.

Model Code of Educator Ethics (MCEE)

The Model Code of Educator Ethics (MCEE) adopted by the National Association of State Directors of Teacher Education and Certification, the CSU Pueblo School of Education, and the Colorado Department of Education. Other professional teaching organizations have formulated ethical guidelines, and it is your responsibility, as a professional, to become familiar with these documents.

Principle I: Responsibility to the Profession

The professional educator is aware that trust in the profession depends upon a level of professional conduct and responsibility that may be higher than required by law. This entails holding other educators to the same ethical standards.

A. The professional educator demonstrates responsibility to oneself as an ethical professional by:

1. Acknowledging that lack of awareness, knowledge, or understanding of the Code is not, in itself, a defense to a charge of unethical conduct;
2. Knowing and upholding the procedures, policies, laws and regulations relevant to professional practice regardless of personal views;
3. Holding oneself responsible for ethical conduct;
4. Monitoring and maintaining sound mental, physical, and emotional health necessary to perform duties and services of any professional assignment; and taking appropriate measures when personal or health-related issues may interfere with work-related duties;
5. Refraining from professional or personal activity that may lead to reducing one's effectiveness within the school community;
6. Avoiding the use of one's position for personal gain and avoiding the appearance of impropriety; and
7. Taking responsibility and credit only for work actually performed or produced, and acknowledging the work and contributions made by others.

B. The professional educator fulfills the obligation to address and attempt to resolve ethical issues by:

1. Confronting and taking reasonable steps to resolve conflicts between the Code and the implicit or explicit demands of a person or organization;
2. Maintaining fidelity to the Code by taking proactive steps when having reason to believe that another educator may be approaching or involved in an ethically compromising situation;
3. Neither discriminating nor retaliating against a person on the basis of having made an ethical complaint;
4. Neither filing nor encouraging frivolous ethical complaints solely to harm or retaliate; and
5. Cooperating fully during ethics investigations and proceedings

C. The professional educator promotes and advances the profession within and beyond the school community by:

1. Influencing and supporting decisions and actions that positively impact teaching and learning, educational leadership and student services;
2. Engaging in respectful discourse regarding issues that impact the profession;
3. Enhancing one's professional effectiveness by staying current with ethical principles and decisions from relevant sources including professional organizations;
4. Actively participating in educational and professional organizations and associations; and
5. Advocating for adequate resources and facilities to ensure equitable opportunities for all students.

Principle II: Responsibility for Professional Competence

The professional educator is committed to the highest levels of professional and ethical practice, including demonstration of the knowledge, skills and dispositions required for professional competence.

A. The professional educator demonstrates commitment to high standards of practice through:

1. Incorporating into one's practice state and national standards, including those specific to one's discipline;
2. Using the Model Code of Educator Ethics and other ethics codes unique to one's discipline to guide and frame educational decision-making;
3. Advocating for equitable educational opportunities for all students;
4. Accepting the responsibilities, performing duties and providing services corresponding to the area of certification, licensure, and training of one's position;
5. Reflecting upon and assessing one's professional skills, content knowledge, and competency on an ongoing basis; and
6. Committing to ongoing professional learning.

B. The professional educator demonstrates responsible use of data, materials, research and assessment by:

1. Appropriately recognizing others' work by citing data or materials from published, unpublished, or electronic sources when disseminating information;
2. Using developmentally appropriate assessments for the purposes for which they are intended and for which they have been validated to guide educational decisions;
3. Conducting research in an ethical and responsible manner with appropriate permission and supervision;
4. Seeking and using evidence, instructional data, research, and professional knowledge to inform practice;
5. Creating, maintaining, disseminating, storing, retaining and disposing of records and data relating to one's research and practice, in accordance with district policy, state and federal laws; and

6. Using data, data sources, or findings accurately and reliably.

C. The professional educator acts in the best interest of all students by:

1. Increasing students' access to the curriculum, activities, and resources in order to provide a quality and equitable educational experience.
2. Working to engage the school community to close achievement, opportunity, and attainment gaps; and
3. Protecting students from any practice that harms or has the potential to harm students.

Principle III: Responsibility to Students

The professional educator has a primary obligation to treat students with dignity and respect. The professional educator promotes the health, safety, and well-being of students by establishing and maintaining appropriate verbal, physical, emotional, and social boundaries.

A. The professional educator respects the rights and dignity of students by:

1. Respecting students by taking into account their age, gender, culture, setting, and socioeconomic context;
2. Interacting with students with transparency and in appropriate settings;
3. Communicating with students in a clear, respectful, and culturally sensitive manner;
4. Taking into account how appearance and dress can affect one's interactions and relationships with students;
5. Considering the implications of accepting gifts from or giving gifts to students;
6. Engaging in physical contact with students only when there is a clearly defined purpose that benefits the student and continually keeps the safety and well-being of the student in mind;
7. Avoiding multiple relationships with students, which might impair objectivity and increase the risk of harm to student learning or well-being, or decrease educator effectiveness;
8. Acknowledging that there are no circumstances that allow for educators to engage in romantic or sexual relationships with students; and
9. Considering the ramifications of entering into an adult relationship of any kind with a former student, including but not limited to any potential harm to the former student, public perception, and the possible impact on the educator's career. The professional educator ensures that the adult relationship was not started while the former student was in school.

B. The professional educator demonstrates an ethic of care through:

1. Seeking to understand students' educational, academic, personal, and social needs as well as students' values, beliefs, and cultural background;
2. Respecting the dignity, worth, and uniqueness of each student, including, but not limited to, actual and perceived gender, gender expression, gender identity, civil status, family status, sexual orientation, religion, age, disability, race, ethnicity, socio-economic status, and culture; and

3. Establishing and maintaining an environment that promotes the emotional, intellectual, physical, and sexual safety of all students.

C. The professional educator maintains student trust and confidentiality when interacting with students in a developmentally appropriate manner and within appropriate limits by:

1. Respecting the privacy of students and the need to hold in confidence certain forms of student communication, documents, or information obtained in the course of professional practice;
2. Upholding parents'/guardians' legal rights, as well as any legal requirements to reveal information related to legitimate concerns for the well-being of a student; and
3. Protecting the confidentiality of student records and releasing personal data in accordance with prescribed state and federal laws and local policies.

Principle IV: Responsibility to the School Community

The professional educator promotes positive relationships and effective interactions with members of the school community while maintaining professional boundaries.

A. The professional educator promotes effective and appropriate relationships with parents/guardians by:

1. Communicating with parents/guardians in a timely and respectful manner that represents the students' best interests;
2. Demonstrating a commitment to equality, equity, and inclusion as well as respecting and accommodating diversity among members of the school community;
3. Considering the implication of accepting gifts from or giving gifts to parents/guardians; and
4. Maintaining appropriate confidentiality with respect to student information disclosed by or to parents/guardians unless required by law.

B. The professional educator promotes effective and appropriate relationships with colleagues by:

1. Respecting colleagues as fellow professionals and maintaining civility when differences arise;
2. Resolving conflicts, whenever possible, privately and respectfully and in accordance with district policy;
3. Keeping student safety, education, and health paramount by maintaining and sharing educational records appropriately and objectively in accordance with local policies and state and federal laws;
4. Collaborating with colleagues in a manner that supports academic achievement and related goals that promote the best interests of students;
5. Enhancing the professional growth and development of new educators by supporting effective field experiences, mentoring or induction activities across the career continuum;
6. Ensuring that educators who are assigned to participate as mentors for new

educators, cooperating teachers, or other teacher leadership positions are prepared and supervised to assume these roles;
7. Ensuring that educators are assigned to positions in accordance with their educational credentials, preparation, and experience in order to maximize students' opportunities and achievement; and
8. Working to ensure a workplace environment that is free from harassment.

C. The professional educator promotes effective and appropriate relationships with the community and other stakeholders by:

1. Advocating for policies and laws that the educator supports as promoting the education and well-being of students and families;
2. Collaborating with community agencies, organizations, and individuals in order to advance students' best interests without regard to personal reward or remuneration; and
3. Maintaining the highest professional standards of accuracy, honesty, and appropriate disclosure of information when representing the school or district within the community and in public communications.

D. The professional educator promotes effective and appropriate relationships with employers by:

1. Using property, facilities, materials, and resources in accordance with local policies and state and federal laws;
2. Respecting intellectual property ownership rights (e.g. original lesson plans, district level curricula, syllabi, gradebooks, etc.) when sharing materials;
3. Exhibiting personal and professional conduct that is in the best interest of the organization, learning community, school community, and profession; and
4. Considering the implications of offering or accepting gifts and/or preferential treatment by vendors or an individual in a position of professional influence or power.

E. The professional educator understands the problematic nature of multiple relationships by:

1. Considering the risks that multiple relationships might impair objectivity and increase the likelihood of harm to students' learning and well-being or diminish educator effectiveness;
2. Considering the risks and benefits of a professional relationship with someone with whom the educator has had a past personal relationship and vice versa;
3. Considering the implications and possible ramifications of engaging in a personal or professional relationship with parents and guardians, student teachers, colleagues, and supervisors; and
4. Ensuring that professional responsibilities to paraprofessionals, student teachers or interns do not interfere with responsibilities to students, their learning, and well-being.

Principle V: Responsible and Ethical Use of Technology

The professional educator considers the impact of consuming, creating, distributing and

communicating information through all technologies. The ethical educator is vigilant to ensure appropriate boundaries of time, place and role are maintained when using electronic communication.

A. The professional educator uses technology in a responsible manner by:

1. Using social media responsibly, transparently, and primarily for purposes of teaching and learning per school and district policy. The professional educator considers the ramifications of using social media and direct communication via technology on one's interactions with students, colleagues, and the general public;
2. Staying abreast of current trends and uses of school technology;
3. Promoting the benefits of and clarifying the limitations of various appropriate technological applications with colleagues, appropriate school personnel, parents, and community members;
4. Knowing how to access, document and use proprietary materials and understanding how to recognize and prevent plagiarism by students and educators;
5. Understanding and abiding by the district's policy on the use of technology and communication;
6. Recognizing that some electronic communications are records under the Freedom of Information Act (FOIA) and state public access laws and should consider the implications of sharing sensitive information electronically either via professional or personal devices/accounts; and
7. Exercising prudence in maintaining separate and professional virtual profiles, keeping personal and professional lives distinct.

B. The professional educator ensures students' safety and well-being when using technology by:

1. Being vigilant in identifying, addressing and reporting (when appropriate and in accordance with local district, state, and federal policy) inappropriate and illegal materials/images in electronic or other forms;
2. Respecting the privacy of students' presence on social media unless given consent to view such information or if there is a possibility of evidence of a risk of harm to the student or others; and
3. Monitoring to the extent practical and appropriately reporting information concerning possible cyber bullying incidents and their potential impact on the student learning environment.

C. The professional educator maintains confidentiality in the use of technology by:

1. Taking appropriate and reasonable measures to maintain confidentiality of student information and educational records stored or transmitted through the use of electronic or computer technology;
2. Understanding the intent of Federal Educational Rights to Privacy Act (FERPA) and how it applies to sharing electronic student records; and
3. Ensuring that the rights of third parties, including the right of privacy, are not violated via the use of technologies.
4. The professional educator promotes the appropriate use of technology in

educational settings by:

5. Advocating for equal access to technology for all students, especially those historically underserved;
6. Promoting the benefits of and clarifying the limitations of various appropriate technological applications with colleagues, appropriate school personnel, parents, and community members; and
7. Promoting technological applications (a) that are appropriate for students' individual needs, (b) that students understand how to use and (c) that assist and enhance the teaching and learning process.

Schedule of Student Teaching

All CSU Pueblo student teachers are required to complete a minimum of 15 weeks (roughly 75 school days) and a minimum of 590 hours of full-time student teaching. Students seeking K-12 endorsements in music, art, world languages, or physical education often divide the experience equally between an elementary and a secondary setting. This is optional depending on the interest of the student teacher. Student teaching is considered a full-time experience. Students follow the public school calendar during their semester of student teaching. However, ending dates will correspond to the university's semester. This may mean that some students begin their work in the classroom before the CSU Pueblo semester begins and may complete more than 15 weeks of student teaching. Whenever it begins, all student teaching will continue until the end of the CSU Pueblo semester.

Because of requirements concerning verification of a minimum number of hours in field experiences and student teaching, all hours in student teaching must be logged by student teachers and turned in to the university supervisors on a weekly basis. Rules governing attendance during student teaching include the following:

- All excused absences must be approved by the cooperating teacher, university supervisor, and Director of Student Teaching. Each student is granted 5 excused absences. If the absences affect the student teacher's ability to complete the 590-hour minimum, the student teacher will need to extend student teaching for each day missed.

- Student teachers are allowed to log additional hours to reach a minimum of 590. These will include involvement in extracurricular and co-curricular activities, school and district meetings, and in-services, after-school and before-school meetings, etc.

- Absences for illness and emergencies, such as the death of a relative or friend, may occur during student teaching. If an illness or emergency occurs, the student teacher must call the cooperating teacher, university supervisor, and Director of Student Teaching as early as possible. Students may ask for time to attend job interviews. However, these excused absences will need to be made up at the end of student teaching.

Students are required to attend all scheduled student teaching /capstone seminars. Absences for any seminars will require make-up work that must be completed before a grade for the seminar will be recorded.

Requirements Prior to Student Teaching

Student teachers will submit a student teaching application the semester before they student teach. This application lists several set requirements, including:

a) grades of C or better in all courses required for licensure
b) a minimum GPA of 2.500 in the student's major and a cumulative GPA of 2.600
c) a submitted fingerprint background check along with any pertinent documentation citing the disposition of any non-traffic-related offenses

d) a work schedule, if the student teacher plans to work
e) confirmation that all classes and fieldwork have been completed, including those with a grade of incomplete.
f) passing scores on the student's respective Praxis exam (as required by CDE)
    a. Currently, this only applies to students pursuing ECE, Elementary, and Special Education.

It is the responsibility of the student teacher to ensure that he/she has met the above requirements. The Director of Student Teaching and School of Education Office will verify that all student teachers have met these requirements. If the student teacher begins student teaching prior to completion of the above requirements, they will be pulled from student teaching.

Dishonesty or misrepresentation of requirements met will result in being pulled from student teaching. The student teacher may be subject to removal from the program for such behavior.

Responsibilities during Student Teaching

Role of the Cooperating Teacher

The role of the cooperating teacher is critical to the success of the traditional student teaching experience. The role is a complicated one: mentor, teacher, co-teacher, coach, and colleague. It is the responsibility of the cooperating teacher to orient student teachers to the school and classroom, to provide direction, feedback, and support as the student assumes teaching responsibilities, and to evaluate the student teacher's progress. The cooperating teacher works with the university supervisor, informing the supervisor of the student teacher's progress and of concerns that need to be addressed. The cooperating teacher has ultimate authority for classroom activities and for the students in her/his classroom. Cooperating teachers are eligible for CDE continuing education credit, graduate credit, and/or a stipend. In the event a student participates in a split student teaching scenario, the stipend will be divided among cooperating teachers accordingly.

All cooperating teachers, when agreeing to host a student teacher, should understand that hosting a student teacher is a significant undertaking. Cooperating teachers who are reluctant to accept a student teacher rarely host successful student teachers. It is imperative that all cooperating teachers host student teachers who desire to do so.

Specific responsibilities of the cooperating teacher include the following:

Orientation Phase

1. Prepares the class for the student teacher, emphasizing that they will be a teaching team. It should be made explicit to students that the student teacher will have an authoritative position. In some cases, the cooperating teacher may wish to send a note home to parents introducing the student teacher (or the student teacher may want to do that once on board).

2. Be trained on mentoring and the expectations of cooperating teachers (to include the use

of School of Education evaluation tools).

3. Provides a workspace in the classroom for the student teacher, such as a desk or table, a drawer in a file cabinet, and a place for belongings, coat, lunch, etc.

4. Orients the student teacher to the school building and introduces him/her to other teachers, the principal, and other school personnel. Assists the student teacher with opportunities to participate in other activities in the building (e.g., participation in ESL, special education, multi-age, talented and gifted, art, PE, counseling, vocational programs, or other teaching opportunities in your building).

5. Orients the student teacher to supplies, machines, media, and technology resources and procedures.

6. Makes the student teacher aware of school schedules, rules, and procedures, in-service, staffing, and faculty meetings.

7. Collects materials to make the student teacher familiar with the curriculum, including standards, texts, and teacher's manuals.

8. Makes the student teacher aware of the rules (and consequences) and procedures in the classroom (e.g., keeping attendance, grades and records, bathroom routines, homework, lining up, etc.). Some cooperating teachers prepare written materials detailing rules and procedures.

9. Provides the student teacher with a seating chart or other means to become familiar with the students.

10. Provides an observing guide to be sure the first week/observing time will be valuable.

11. Shares information of the cultural, racial, economic, and learning backgrounds of students.

12. Prepares some beginning activities for the student teacher to work with individual students and small groups and to conduct routine activities (e.g., attendance) during the first days.

13. Is prepared to explain her/his teaching philosophy, goals for the classroom, and how these are related to classroom activities (management, rules, etc.).

Phase-In/Guided Planning and Teaching

14. Prepares, with the student, a plan for the student teacher's assumption of all responsibilities, including special duties and co-teaching roles (see Appendix E).

15. Co-plans and co-teaches with the student teacher, reflecting on instructional strategies.

16. Delivers instruction simultaneously with the student teacher at least eleven of the teaching weeks using any one of several co-teaching approaches.

17. Discusses the type of lesson plans to be completed (including weekly plans, future unit plans).

18. Is sensitive to the readiness of the student teacher to assume new duties and phases him/her in as soon as the student teacher is ready.

19. Develops a structure for regular communication with the student teacher, with frequent feedback and suggestions-- initially after each lesson co-taught with the student teacher. This structure should include some written feedback to communicate strengths and weaknesses.

20. Is aware of the interactions between the students and student teacher and assures the student teacher is establishing rapport; observes the student teacher's management of the class, including time management, organization, student directions and feedback, and monitoring of student behavior.

21. Makes a point of communicating regularly with the university supervisor to keep him/her informed of the student teacher's progress. If possible, three-way conferences would be arranged after supervisor observations.

22. Is alert to early warning signs of problems and discusses them with the student teacher, university supervisor, and principal immediately, documenting these discussions when appropriate.

23. Evaluates the student teacher frequently on an informal basis; completes at least 4 formal lesson evaluations (to include written feedback on the provided form); and completes the mid-term and final evaluation forms in conjunction with the university supervisor.

24. (If desired) Develops a system for co-team teaching during this phase of the experience.

Mentoring/Teaching/and Coaching Suggestions

25. Helps the student teacher think ahead to prevent problems rather than waiting to react to them.

26. Guides the student toward a problem-solving approach and sharing experiences.

27. Makes the teaching process as public as possible; discusses why specific decisions are made in planning, instructing, or evaluating.

28. Is flexible in responding to the unique and changing needs of the student teacher.

29. Is specific and concrete in giving feedback; explains the reasons and rationale behind decisions and structuring conferences with clear objectives.

30. Encourages the student teacher to enrich her/his teaching by attempting new strategies, developing materials, and utilizing a variety of materials.

31. Encourages risk-taking by the student teacher -- in planning lessons, in attempting new strategies, and in managing the classroom.

32. Encourages the use of technology in all aspects of teaching.

33. Encourages interaction with parents through written and other means of communication.

34. Encourages supervision of volunteers in the classroom.

35. Requires active participation in staffing and student-teacher conferences, including preparation of student materials and interaction with parents.

36. Removes him/herself from the class for periods of time to allow the student teacher to increase independent control.

Appraisal/Evaluation

37. Assistance in determining student progress in mastering all performance standards is an important role of the cooperating teacher. The following evaluations become part of the student's education file: 1) four formal evaluations of the student's lesson planning and delivery, 2) a midterm evaluation of progress in all eight goal areas, and 3) a final evaluation of proficiency on all program standards. The midterm and final evaluations are completed with the student's university supervisor. Completion of the midterm evaluation occurs in Week 7 (Week 4 for K-12 student teachers), and completion of the final evaluation occurs during the last week of student teaching. All evaluations must be signed by the cooperating teacher, the student teacher, and the university supervisor.
38. Provide feedback on the university supervisor to the Director of Student Teaching.

Phase-Out of Student Teaching

39. Helps the student teacher establish goals for learning during the last weeks of the experience.

40. Clarifies the plan for phasing out, including plans for co- and team-teaching.

41. Shares tips about the beginning or end of the school year or about other classroom activities in which the student teacher has not had an opportunity to participate.

Role of the Principal

The principal is the administrator of the school building and its educational programs and is therefore responsible for what happens in the school and in the classroom. The principal will expect student teachers to function as all other teachers and to follow and support the building

and district rules and procedures.

Prior to student teaching, all student teachers should meet with their principal prior to beginning student teaching.

As a student teacher, you should expect that the principal will:

1. Explain district and school policies and procedures, including the philosophy of the school, student rules and school discipline, schedules, staffing, and referral procedures, special teachers and programs, cafeteria and playground policies, drills, acceptable attire for teachers, etc.

2. Assist the student teacher in developing professional relationships with faculty, staff, students, and the community.

3. Establish a climate of acceptance of the student teacher in the school building.

4. Assume responsibility in appraisal of the student teacher. The principal (or assistant principal) may observe the student teacher, and the cooperating teacher and university supervisor will keep the principal aware of the student's progress. The principal may give the student teacher feedback and support during student teaching.

Many student teachers ask their principals to be a reference for them when they apply for teaching positions. If you wish to do so, please invite the principal to formally observe and evaluate your teaching. Some principals may be willing to provide you with an opportunity to participate in a "mock" interview for a teaching position. Find out the procedures in the district and in the school for hiring new teachers.

Role of the University Supervisor

The university supervisor is the student teacher's mentor, resource person, and teacher. She/he acts as the liaison between the School of Education and the student teaching setting. Prior to the beginning of the student teaching experience the university supervisor reviews the student’s portfolio. The supervisor meets with student teacher and provides input on the evidence in the portfolio, reviewing performance on one or more standards specifically and on strengths and weaknesses in the portfolio.

It is the supervisor's responsibility to:

1. Be trained on mentoring and the expectations/requirements of student teaching (to include the use of School of Education evaluation tools).

2. Inform the cooperating teacher and the student teacher of all CSU Pueblo expectations. Note: it is ultimately the student teacher's responsibility to read this handbook and the student teaching syllabus and to understand and meet these expectations.

3. Assist the student teacher and cooperating teacher in role clarification.

4. Assist the student teacher and cooperating teacher in understanding and implementing co-teaching approaches.

5. Connect with the student teacher weekly and complete a **minimum** of four formal observations of the student teacher's teaching. These observations will be at different times throughout the experience, approximately once every two weeks (not all during the first six weeks or the last six weeks). Student teachers may not always know when a supervisor will observe, so it is critically important that the supervisor be given an accurate course schedule, be aware of what classes and activities you will assume and be told when school or class schedules change. The supervisor will visit once at the beginning and once at the end of student teaching to confer about the experience.

   Your supervisor is responsible for evaluating your progress on all standards required of student teachers, not just formal lesson planning and delivery. Copies of the evaluation forms used by the supervisor are made available via the Director of Student Teaching. These include forms to document ongoing progress, a midterm evaluation, and final evaluation form. A copy of each completed evaluation will be furnished to the student teacher and to the cooperating teacher. One copy is retained in the student teacher's permanent file.

   The final evaluation of a student teacher's performance must be approved and filed prior to the end of the semester and before a grade may be turned in for student teaching.

6. Complete written feedback on each observation, with suggestions for improvement.

7. Confer with the cooperating teacher and principal on a regular basis. Supervisors will usually meet with you and with your cooperating teacher at each visit to the school.

8. Respond promptly to requests from either the cooperating teacher or student teacher for additional visits or conferences.

9. Assist in resolving conflicts or other problems that may arise.

10. Serve as a resource person to the student teacher and to the classroom.

11. Counsel with the student teacher concerning personal and professional concerns.

12. Share final responsibility for evaluating the student teacher with the cooperating teacher. It is the ultimate responsibility for the supervisor to assign the grade for student teaching.

13. Keep the Education office aware of difficulties occurring during student teaching. Improvement plans may be developed by the student teacher and his/her supervisor and cooperating teacher and must be placed in the student teacher's file in the Education

Office. However, extending student teaching, changing a student's placement, and/or withdrawing a student from student teaching should be a joint decision of the supervisor, the building principal, cooperating teacher, and the Director of Student Teaching/Associate Dean of Teacher Education.

14. Evaluate the student teacher's work, including lesson plans and student work, the student teaching portfolio, and other evaluations to determine whether the student teacher has mastered all standards required for recommendation for licensure.

15. Submit all completed forms, including the final report and grade for student teaching as well as feedback on the cooperating teacher to the Director of Student Teaching.

Role of the District

The school district plays a fundamental role in placing student teachers with high-quality cooperating teachers. The Director of Student Teaching communicates with appropriate district HR personnel to collaborate on requested placements. More information on the placement process and considerations for appropriate placements can be found in Appendix B, but the following points highlight the role of the school district:

1. Districts are encouraged to recruit a diverse array of cooperating teachers who are willing to host student teachers.
2. Districts will honor teacher pipeline initiatives when those initiatives exist between our program and the hosting district/school.
3. Districts will evaluate their own needs (e.g. anticipated vacancies) and communicate these to the Director of Student Teaching. This information will be balanced with student requests for the same kind of placement as where they hope to get their first job.

Role of the K-12 Advisory Board

The School of Education has established an advisory board of teachers and administrators from school districts with student teachers to advise and provide direction to the student teaching program. The mission of this group is to advise the CSU Pueblo student teaching program in all facets of the experience, including:

1. Expectations for student teachers and student teaching requirements.
2. Criteria for placements for student teachers.
3. Roles of the cooperating teacher and university supervisor, including training efforts.
4. Educational materials used in the student teaching program.
5. Evaluation systems for student teachers, cooperating teachers, and university supervisors.
6. Resources needed for student teachers and cooperating teachers.
7. Feedback on the student teaching program.
8. Research and/or curriculum development of mutual interest.

Role of the Student Teacher

General Responsibilities of the Student Teacher

1. **Attendance Policy**: In the event of an unavoidable absence, the student teacher must notify the cooperating teacher as soon as possible at his/her home, your university supervisor, and the Director of Student Teaching. Student teachers may take time off for job interviews if arrangements are made in advance with the cooperating teacher, the principal and the university supervisor.

   Arrive and leaves at the established times required for teachers at the school. A student teacher may not leave the building early for jobs, coaching, childcare, etc. He/she must be prompt and reliable.

In addition, a student teacher should:

2. Report any schedule changes or unscheduled school closing immediately to the university supervisor. If the student teacher cannot locate the supervisor, a message should be left with the School of Education Office (549-2681).

3. Become informed about the students, curriculum, and procedures of the school and classroom. The cooperating teacher's first responsibility is to the students under his/her care. To provide for reasonable consistency in the classroom, the student teacher should maintain the classroom routines and procedures established by the cooperating teacher. He/she should accept and follow through on suggestions concerning materials to be taught, techniques of teaching, and classroom management. Although the student teacher is not expected to be a carbon copy of the cooperating teacher, the cooperating teacher should first approve any significant changes in procedures.

4. Establish good lines of communication with the cooperating teacher, building principal, and university supervisor. Ask questions; ask for feedback, and make others aware of concerns, taking advantage of their knowledge and experiences as your resources.

5. Follow the school's rules, policies, and local standards of dress and behavior and always conduct him/herself in a mature, responsible, and professional manner.

6. Plan adequate time to prepare for the classroom. Student teaching is a full-time job. If a student teacher must be employed, hours should be limited. Activities that may interfere with the student teacher doing his/her best should be curtailed. Remember! Student teaching is a full-time job!

7. Follow the cooperating teacher's schedule and the school calendar for the district.

8. Participate in all activities expected of the classroom teacher, including in-services, faculty meetings, and parent teacher conferences. Assume all special duties of the cooperating teacher (hall monitoring, playground supervision, cafeteria duty, etc.).

9. Cooperate at all times with teachers and administrators.

10. Be professional. Accept criticism and suggestions with a positive attitude, understanding that feedback is intended to help her/him grow professionally.

11. Avoid all gossip and criticism of the school, cooperating teacher, students, or university supervisor. Student teachers are guests in the classroom and the school. Concerns should certainly be shared with an appropriate professional (cooperating teacher, principal, supervisor, Associate Dean of School of Education, etc.). However, comments about what occurs in the classroom, about individual students, or about the teacher should remain between the student teacher, cooperating teacher, and supervisor. Do not share this most private information with friends and relatives.

12. Understand the ethical consequences of performance as a teacher and act responsibly.

13. Understand her/his role as an advocate for all children. Concerns about the safety or about the status of individual children should be shared immediately with the cooperating teacher. Be aware of the mandatory reporting responsibilities of teachers and the procedures in the school.

14. **Attire and Behavior**: Student teaching is an appropriate time to demonstrate professional behaviors. Professional behaviors include arriving on time, dressing appropriately, speaking respectfully to K-12 students, as well as school personnel, and being sensitive to how teachers' words and actions affect others.

    At all times, student teachers should think of themselves as education professionals. What a professional wears can influence K-12 students' and other educators' perception of them. **T- shirts, blue jeans, yoga pants, and/or sweatshirts are not acceptable attire. Wearing hats or caps in the classrooms is also not acceptable.** Learn the dress policies of the school and district.

    When in doubt, overdress.

    Student teachers must behave in ways that facilitate learning rather than distract from it. Chewing gum, sitting on chairs in an unsafe manner, and talking with another colleague when they are supposed to be teaching are examples of behaviors that detract from learning.

15. Take care of and return all school materials, textbooks, resource materials, and student records before the end of the student teaching assignment.

16. Prepare written plans for all lessons to be taught. See the following section for more details about this responsibility.

17. Co-plan and co-teach with the cooperating teacher as well as reflect on instructional

strategies that were used.

18. Display enthusiasm and interest in all phases of the teaching experience.

19. Take risks in planning and teaching. Attempt new approaches and try new strategies.

20. Attend all student teaching seminars. Absences will require make-up work.

21. Complete all requirements detailed in the Student Teaching Syllabus.

22. At the end of student teaching, thank the cooperating teacher, the principal, the university supervisor, and others who assisted him/her in becoming a successful teacher. Provide feedback on the university supervisor and cooperating teacher to the Director of Student Teaching.

23. Remember that all children can learn and teach accordingly.

Assuming the Role of the Teacher

Planning and Evaluating Instruction

Planning is a critical component for effective teaching and learning. Co-planning is critical when co-teaching takes place. Student teachers should follow these steps in perfecting their planning skills:

- Study the curricular materials that the cooperating teacher provides, **including the school district's curriculum standards,** to understand how the learning experiences planned during their assignment fit into the larger perspective of what has been taught in the past and what will be introduced in the future.

- **Prepare all plans in writing prior to teaching. If students do not prepare, they may not teach!** Although experienced teachers may teach effectively from brief notes, writing out plans in detail compels student teachers to clarify their own thinking about appropriate objectives, teaching/learning activities, and evaluation procedures. Requiring detailed plans is one of the most important strategies teacher educators have found to prepare student teachers to become fluent at implementing successful lessons. University instructors have taught a variety of lesson formats -- direct instruction lessons, inquiry and discovery lessons, etc. Any of these formats may be used. However, all daily lesson plans should include:

    - Standards addressed in the lesson
    - Objectives/Evaluation Strategies (these should align!)
    - Approach/Specific strategies for focusing students' attention (anticipatory set), tying new concepts to prior knowledge (activating prior knowledge), and assuring closure at lesson's end. The supervisor or cooperating teacher may require the

student teacher write the lesson objective on the chalkboard
- All materials and hand-outs needed (materials for students should be attached)
- Teacher behaviors (this will vary with the lesson, but may include questioning strategies, input such as reading materials or notes, specific requirements for groups, points at which they will check for understanding, how they might guide or direct student practice, special strategies for active participation such as choral responding, differentiation approaches, etc.)
- Assessment tool/s and methodology. All methods of assessment should include measurable outcomes for students, pursuant to the objectives.

Remember, if there is no written plan, the student teacher may not teach!

- Learn to complete daily plan books to schedule learning activities within class periods and across the day and week. During student teaching they should practice a variety of lessons, utilizing a variety of teaching/learning strategies. They will also be required to plan and implement a multi-week unit (Teacher Work Sample).
- Reflect on their plans. They may write notes based on student outcomes of their lesson's strengths and suggestions for improvements.

- **Keep a notebook or folder system containing all plans, prepared materials, assessments, and samples of student work (with comments).** This must be available to the cooperating teacher and the university supervisor. If student teacher knows when the supervisor will be observing, he/she should make a copy of the lesson plan(s) available to her/him. Some of the teaching plans will be placed in the student teaching portfolio.

The Process of Becoming a Teacher

Co-Teaching (Additional information is located in Appendix C.)

The Colorado State University Pueblo School of Education has implemented a co-teaching model for student teaching. This allows the student teacher to be an active classroom instructor from the first day of student teaching.

A. It is important that the student teacher assume all the responsibilities of the classroom teacher independently during the semester – from planning, to instruction, to assessment, to management. However, this co-teaching model requires the pair to work together, following several different co-teaching strategies, to plan and deliver instruction assuming different roles.

B. Co-teaching requires a great amount of co-planning, communication between the student teacher and the cooperating teacher, and reflection afterward.

C. To ensure that the student teacher can meet all performance standards and have a realistic view of first year teaching, it is important that he/she assume all responsibilities for a

period of time. Based on information from cooperating teachers and student teachers, this should be a period of at least 3 weeks. During this period, the cooperating teacher and student teacher should continue to deliver instruction simultaneously. Non-teacher duties such as hall or playground supervision should become the sole responsibility during the semester, not “co-duties“.

D. The time frames may be compressed or extended according to student teacher readiness. Music and Physical Education student teachers will need to adjust these guidelines to fit their schedules.

Outline of a Possible Schedule

Your own schedule may vary based on your development as a teacher. All student teachers should work with their supervisor and cooperating teacher to develop a plan for assumption of responsibilities during the first two weeks of the semester. Capstone Seminar begins outside of the formal student teaching classroom hours at the beginning of the experience and continues throughout the semester.

Week 1 Goal: Orientation, Observation, and Participation*

*During week 1 many student teachers will assume responsibility for planning some activities. These often begin with routine attendance and portions of whole lessons.

The student teacher should:

1. Become oriented to the arrangement of the building and the location of different offices and services, such as the teachers' workroom, the media center (and equipment), the nurse's office, etc. A map is helpful, if available. Information about building regulations and practices, including attendance rules, dress expectations, safety procedures (fire drills, playground supervision, etc.), hall or library passes should be acquired.

2. Become acquainted with other school personnel and services provided by the district (technology, counseling, special services and programs) and extracurricular opportunities. Understand the organizational structure of the school and school district.

3. Observe and understand the classroom rules and their consequences and classroom administrative and procedural routines (checking attendance, distributing materials, preparing materials, lining up, bathroom breaks, recess, etc.).

4. Become acquainted with the students in the classroom. Examine records and individualized plans and become familiar with backgrounds, interests, and learning characteristics.

5. Examine the curriculum texts and instructional programs and materials used in the

classroom. Understand the district standards for the content and levels they will teach.

6. Assist the cooperating teacher as she/he instructs and manages the class. Ask questions about their observations. Implement some activities with students. Monitoring and working with small groups, grading, assisting individuals, and implementing structured activities such as spelling dictation, drills, or introductions to the media are good examples of experiences which will help student teachers become familiar with the students, curriculum, and teacher expectations, and will also give them the opportunity to establish their role as teachers.

7. Begin to plan the long-range plans (e.g., units) they will implement. Discuss these plans with the cooperating teacher to get guidance and begin this planning process.

8. Implement some activities with students. Monitoring and working with small groups, grading, assisting individuals, and implementing structured activities such as spelling dictation, drills, or introduction to media are good examples of experiences which will help student teachers become familiar with the students, curriculum, and teacher expectations and will also give them the opportunity to establish their role as teachers.

9. Establish rapport with students. Engage students in conversations, ask questions, make comments, and give feedback.

Weeks 2 – 9 Goal: Guided Teaching

During these weeks, the student teacher should assume more responsibility by phasing in a class at a time until full participation is reached, moving from co-planning and co-teaching toward independent planning and co-teaching. During this phase, he/she should expect daily evaluation/ feedback on lesson plans, organization, and classroom management. The cooperating teacher will advise in the development of unit plans, daily plans, tests, and other materials. During weeks 2-9, the student teacher should phase in as the planner and co-teaching director, with the leadership/responsibility role transitioning from cooperating teacher to student teacher. By week 7, the student should assume all planning and lesson preparation. The student teacher will develop his/her lessons to utilize the cooperating teacher as co-teacher, using an appropriate range of co-teaching strategies.

With input from the cooperating teacher, it is the student teacher’s responsibility to plan for a variety of learning experiences and to accommodate the individual differences found among students. She/he should develop creative ideas for enriching the teaching/learning process and assume increasing responsibility for classroom management and discipline. As difficulties may arise, the student teacher should discuss alternative behaviors or actions that could have minimized or prevented the problem.

Weeks 10 – 13 Goal: Independent Teaching

During this period, a student teacher assumes all of the teacher's responsibilities (including special duties). The cooperating teacher should observe the student teacher and work only with

small groups or individual students outside of the classroom, allowing the student teacher to teach independently.

Weeks 14 -- 15 Goal: Phase Out of Student Teaching

During the preceding two weeks, the student teacher and cooperating teacher should plan the way the student teacher will phase out and the cooperating teacher phase back into full-time teaching. The cooperating teacher should phase back in and gradually assume the leadership responsibility of planning and preparing lessons but continue to utilize the student teacher as co-teacher. Note: the student teacher may not spend these weeks observing or visiting other classrooms.

Week 16 Make Up Any Absences

Other Professional Responsibilities

Throughout the assignment, student teachers should participate in all school faculty meetings and school and district in-services and workshops. They should attend PTA/PTO meetings and other events that occur. If at all possible, they should plan to participate in at least one special education staffing. All student teachers are required to be involved in preparing and participating in student-teacher conferences.

*K-12 student teachers should follow the same structure in phasing in and out of student teaching. However, with 7 1/2 weeks of student teaching at each level, independent teaching should occur by Week 4, and the phase-out component will need to be just a few days.

Creating a Community of Learners

Our goal for student teaching is to create the best type of environment in which to learn and grow as a beginning teacher. That environment is one in which everyone learns, and everyone works to make the learning process as explicit and public as possible. To accomplish this, it is the student teacher's responsibility to 1) establish open, collegial communication with both the cooperating teacher and university supervisor and 2) assist in making the discussion of teaching and learning a frequent and public event. Although the relationship between the cooperating and student teachers will revolve around many things, be sure that your communications focus on what was happening during teaching activities, how and why decisions were made during instruction, what effects those decisions had on students, and alternatives that could have resulted in different and better learning.

Meet/Discuss Teaching Regularly

Feedback from the cooperating teacher will be ongoing and will provide the student teacher with input needed to continue to grow during the semester. Establish regular conference times --

before or after school, during prep periods, etc. Meetings will probably occur both daily and weekly to discuss progress. To take advantage of these opportunities to learn, the student teacher should:

- Prepare by reflecting on his/her teaching and students' learning before the conference -- What went well? What changes would you make (and why)? What difficulties did the students have? What do you need to know to do a better job next time? Was the selected co-teaching approach used effectively?
- Prepare questions for the cooperating teacher/supervisor.
- Have an open mind, listen, and be sure to understand the feedback.
- Refrain from arguing or becoming defensive when receiving constructive criticism. Student teachers should not feel that they need to justify their behavior, nor do they need not agree with all the feedback they receive. However, those giving feedback are doing so to help them become successful teachers. In addition, their cooperating teacher and university supervisor have a great deal of experience and training in education.
- Before considering that their feedback is wrong, student teachers should attempt to understand it. Perhaps the most important way we grow is through constructive feedback. If student teachers find they often become defensive or constantly question feedback they receive, this may be a significant problem that will need to be addressed before the end of student teaching.
- Ask questions and learn as much as you can from mentors' feedback. Over the course of the semester, do not be surprised that the nature of your conferences and communications will become more interactive, with more co-sharing and discussion of more complex teaching issues.

Utilize the University Supervisor

Involve the university supervisor in your program. Share concerns, no matter how minor, when she/he visits. Don't hesitate to request additional visits or other support if needed. A formal support plan can be created to help you navigate concerns. At the end of the supervisor's observations, the supervisor, the cooperating teacher, and student teacher may meet to discuss the lesson and your progress during the past week or two.

Self-Reflection and Professional Growth

Reflective teaching is effective teaching, and it is one of the core goals for graduates of teacher education at the Colorado State University Pueblo. The concept of reflection as an essential requirement for teachers has a long history in education. John Dewey (1933) characterized teachers' practices as either routine or reflective actions. Routine teaching is acting on authority, impulse, and traditional practices. Teachers with this perspective accept the ongoing, current ways of teaching (or the ways he/she presently teaches) and plan effective ways to carry out these practices. They do not investigate alternative goals for teaching, other strategies for instruction, or techniques for solving problems in teaching and learning.

On the other hand, according to Dewey, reflective action is "behavior which involves active, persistent, and careful consideration of any belief or practice in light of the grounds that support it and the further consequences to which it leads." Reflective action requires open-mindedness, responsibility, and wholeheartedness. You must consider a variety of perspectives and alternatives, and be willing to question current practice, your own practice, and your own preconceptions and even strong beliefs. This open-mindedness is absolutely critical to be able to analyze one's own teaching and to reflect on the success of current practices (Zeichner, 1981).

According to Dewey and others, reflective teaching also requires careful attention to the effects of teaching on the learning of all students in the classroom. This is an essential responsibility for all teachers and must become a habit of thinking and acting in the classroom. Along with this responsibility, a reflective teacher must be wholeheartedly committed to this approach: to be constantly questioning and self-questioning about the effectiveness of teaching, to always examine the consequences of practice on students' learning and students' lives, and to do so vigorously.

Development of Reflective Teaching

How you become a reflective teacher is an ongoing focus of discussion and research in teacher preparation. How do beginning teachers assume a role in which they continually reflect on their own practice and on current practice as well as on the effects of practice on their own pupils? One strategy is to develop the habit of asking questions about teaching at the end of each lesson. Write notes and questions on lesson plans. Keep a notebook to jot down observations and ideas. When reviewing student work, continually reflect on the relationship between what occurred during instruction and other planned learning activities and student learning. Ask "big questions" about the long-term effects of teaching practices, including teaching goals, instructional strategies, and classroom management, on the learning and lives of students. Research alternatives and hone skills at locating and evaluating research. Approach new ideas and teaching practices openly, but critically; ask tough questions and do not accept mushy, unsupported answers.

One reflective strategy common to student teaching experiences is to require student teachers to complete reflective weekly learning in which they observe, analyze, and reflect on their own teaching and students' learning. The university supervisor or cooperating teacher may require the student teacher to do this, or the student teacher may choose to journal. Often, the university supervisor and/or cooperating teacher may read and journal back to the student teacher, commenting on observations. One of the formal requirements described in the student teaching syllabus is the completion of a weekly reflection on teaching, which must be turned in to the supervisor. A copy of the format for this assignment is included in the appendices to this handbook (Weekly Learning Log).

Other strategies include reflection on teaching during communications, discussions, and conferences with your cooperating teacher and supervisor. These interactions are great opportunities to develop skills at analyzing and evaluating teaching and learning.

Reflection on Formal Evaluations

The university supervisor will complete a written evaluation at each observation. Student teachers should clarify any feedback they do not understand, ask questions, and utilize this information to improve your practice. Near the end of the semester, the student teacher will submit her/his portfolio to the supervisor. Based on the portfolio, observations of teaching, and information from the cooperating teacher's evaluation, the supervisor will complete the Final Evaluation of Professional Standards, which will form the basis of the grade for student teaching. This document, like the Student Teacher Progress Indicators and your supervisor's formal evaluations, will become a part of the student teacher's permanent file in the School of Education office.

References Cited

Dewey, J. (1933). *How we think: A restatement of the relation of reflective thinking to the educative teaching*. Henry Regnery.

Zeichner, K. (1981). Reflective teaching and field-based experiences in teacher education. *Interchange*, *12*(4), 1-22.

Ongoing Appraisal and Formal Evaluation

The student teaching program at Colorado State University Pueblo understands the importance of ongoing, continuous evaluation. This requires frequent feedback from both the cooperating teacher and university supervisor and is based on the objective gathering and documentation of information using the following:

- Observations of teaching in action, including the student teacher's behavior, interactions with students, and the activities of students in the classroom.
- Appraisal of student teacher's daily and long-term (e.g., unit) plans.
- Evaluation of the effectiveness of teaching on student learning (quantity and quality of student participation as well as student products/work).
- Evaluation of the student teacher's reflections on his/her teaching.

Conferences

It is a critical responsibility of the cooperating teacher to hold both daily and weekly conferences with the student teacher to discuss his/her observations. The university supervisor will also hold conferences at each observation, meeting for a time with both the cooperating teacher and the student teacher.

Below are strategies for the cooperating teacher and university supervisor to ensure successful conferences:

1. Conduct the conference in a private place, removed from the hearing of students or other faculty.
2. Have a specific purpose or objective for the conference and clearly identify it at the beginning of the conference.
3. Have analyzed and reflected upon your observations of the student teacher before the meeting and bring observation notes with you to stimulate recall during the conference.
4. Discuss progress from conference to conference; i.e., reexamine issues that were examined at earlier conferences -- don't just give feedback, make suggestions, and then never follow-up with recent progress.
5. Allow the student the opportunity to share his/her analysis and reflections on the areas of discussion. Many cooperating teachers begin a discussion by allowing the student to explain what went well/needed improvement before sharing concerns and making suggestions. It is essential for student teachers to become reflective practitioners. Assist them in learning how to observe, analyze and reflect on their teaching.
6. End conferences with the positive. The positive may be a specific plan of action that the student teacher and cooperating teacher/university supervisor developed together.

Feedback during Evaluation

Feedback from the cooperating teacher and university supervisor may be the most critical source for student teacher growth. Verbal and written feedback should occur routinely during student

teaching, and mid-term and final formal evaluations summarize the student teacher's strengths and weaknesses at important points during the experience.

Giving effective feedback requires considerable skill. Below are strategies for giving quality feedback to student teachers, researched by others and summarized by Porter (1982).

Effective Feedback

Provide feedback as soon after an observation as possible. Immediate feedback is the most effective at changing teaching behaviors. For student teachers, conferences immediately after a lesson or at the end of the day may be best.

Evaluate whether this is a "teaching moment" for the student teacher. If the student teacher is emotional, the opportunity to calm down and self-reflect may be the best alternative.

Be as specific and as objective as possible in giving feedback. Be prepared with specific examples, script notes, etc. "Be more animated" or "monitor more closely" aren't specific comments.

Be descriptive and not evaluative. Describe rather than judge.

Direct your feedback toward behaviors the student teacher can influence and change, not those out of his/her control. Sometimes student teachers need assistance in understanding how behaviors may become under their control (e.g., students not completing homework may be seen as not under their control because of lack of parental support).

Understand who benefits from the feedback and determine that the feedback you want to give will benefit the student teacher and not just the cooperating teacher/university supervisor.

Be sure that the student teacher understands your feedback. Check for understanding.

Ask open-minded, honest questions to encourage the student teacher to analyze and reflect on the situation under discussion, as well as his/her decision-making.

Be sure that your feedback leaves the student teacher with the understanding that she/he has the ability to achieve success.

References Cited

Porter, L. (1982). Giving and receiving feedback: It will never be easy, but it can be better. In L. Porter and B. Mohr (Eds.), *NTL reading book for human relations training* (7th ed.). NTL Institute, pp. 42-45.

Student Teaching/Capstone Seminar

In addition to an initial intensive experience at the beginning of student teaching, a series of ongoing seminars have been planned to enhance the student teaching experience. The purpose of

some seminars is to prepare students for a successful student teaching: to clarify requirements, to assist you in the development of the student teaching portfolio, and to provide opportunities to share experiences. Others are structured to give assistance in finding and securing the first teaching position: preparing resumes and letters of application, developing a job portfolio, and interviewing successfully. In addition, some seminars will focus on educational issues of particular interest to student teachers, with topics not covered elsewhere in the teacher preparation program.

Problems during Student Teaching

All student teachers will make mistakes, will have lessons that are less than successful, and will require constructive feedback and support at some point in their program. It is the responsibility of the cooperating teacher and the university supervisor to give the student teacher constructive feedback about his/her performance and to make sure the student teacher realistically understands when he/she is making adequate progress. If difficulties do occur, it is important that they be identified as early as possible in student teaching and that the student teacher, cooperating teacher, and university supervisor are all aware of the specific deficiencies. Once identified, help should be provided to support the student teacher. The student teacher should never be surprised by poor formal evaluations weeks later and should be given the opportunity to gain assistance to reach the appropriate level of competency.

If the cooperating teacher and/or university supervisor believe that the assistance necessary for change requires more than a few informal strategies (e.g., more practice, more frequent feedback, modeling by the cooperating teacher) and cannot be accomplished in a short period of time, a Support and Expectation Plan should be developed by the cooperating teacher, student teacher, and supervisor. The plan must include the specific teaching behaviors that must be met, the supports that will be provided and by whom, timelines or deadlines for evaluation or success, and responsibility for monitoring the plan. This document must be signed by all three participants and will become a part of the student teacher's permanent record, as will the monitoring notes completed as the plan is implemented. The Director of Student Teaching must be informed if a plan is developed and should receive a copy of the plan.

A Support and Expectation Plan must be developed if a student teacher is evaluated as needing improvement on any standard on the midterm evaluation. In addition, a Support and Expectation Plan must be developed and implemented before a student is evaluated as not proficient on any standard at the completion of student teaching.

Working during Student Teaching

Student teaching is more than a full-time job. Assuming all responsibilities for planning, teaching, and grading will require work after school and on weekends. Because of this, CSU Pueblo does not allow students to enroll in any course work during the student teaching semester. It is unrealistic to plan to work 20-40 hours a week and still be successful in student teaching. Therefore, students will not be allowed to work more than 20 hours a week during the student teaching semester (not including the hours you work as a substitute teacher in your

placement). It has been our experience that heavy workloads (including coaching) have been one of the top reasons for student failure during the semester. Students planning to work must indicate and disclose their work schedule on their application to student teaching and must apprise their supervisor of any changes to that schedule. Failure to do so may be grounds for dismissal from student teaching.

Many colleges and universities require that students have no outside employment during student teaching. Planning how to handle the financial burden during that semester should begin during the first semester of school. We understand that some students need to work during student teaching and do not categorically deny everyone this opportunity. However, students who plan on working must plan how to assume all responsibilities for teaching and work in consultation with an advisor before student teaching begins.

Being allowed to work is not an automatic right during student teaching, and the School of Education reserves the right to request that students limit or stop working altogether. Failure to comply with this request may result in removal from the program. These requests would occur under the following circumstances:

- Work is interfering with meetings with the cooperating teacher, with other student teachers, and/or with the university supervisor before or after school.
- Work is occurring for several hours each afternoon/evening after school.
- Work is affecting the quality of teaching and learning in the classroom. The student teacher's work affects the quality of learning of the K-12 students in his/her classroom. If work is affecting the learning of these students, the student teacher will be asked to cut back or stop working. Poor quality (or limited) planning may be a sign of too little preparation. K-12 students deserve more than this, and poor preparation will not be tolerated.
- Work is affecting the quality of learning by the student teacher. Lack of growth in learning to plan, teach, or assess may result in the request to cut back or stop working.
- Work is affecting attendance and participation in the life of the school. Work schedules cannot be an excuse for failure to attend and participate in activities after school. Open houses, parent-teacher conferences, and school meetings are important parts of the student teaching experience. You may not be absent from these activities because of work.

Extending Student Teaching

In some cases, the student teacher may have difficulties acquiring all the standards required of beginning teachers, but the team believes that the student teacher may acquire the necessary skills if the experience is lengthened. The cooperating teacher, university supervisor, and student teacher should make this decision, with input from the building principal and Director of Student Teaching. If student teaching is extended, a Support and Expectation Plan must be developed. Failure to meet the competencies outlined in the Support and Expectation Plan or not complete an extended student teaching would result in the student failing student teaching.

Extended student teaching is a strategy that will look unique for each individual who has not

shown adequate progress. Depending on the student teacher's needs, extensions can last from a week, to an entire semester.

Intervention Strategies

Effective support and expectation plan strategies may include:

More support for planning, stronger co-planning of teaching-learning activities.
Slower transferring of authority for classes.
Team-teaching during lessons.
Modeling of specific management strategies.
Requiring more detailed plans or more details of specific portions of the plans (e.g., details of how to gain active participation and questioning strategies).
Providing more support by more frequent conferencing; providing positive feedback on progress.
Requiring self-monitoring of specific teaching behaviors.
Identifying out-of-school activities which are competing for the student teacher's time (e.g. work, childcare, etc.) and developing a plan to limit the problems. If work interferes significantly with success in student teaching, the student teacher may be asked to limit or stop working or to withdraw from student teaching and complete the experience when work will not interfere with their success (see above).

Removal from Student Teaching

Significant Signs for Difficulties

The following are some significant problems which may result in removal from student teaching:

1. Failure to possess adequate knowledge of subject matter to teach; frequent errors or gaps in knowledge, inability to deal with student questions or errors concerning content.
2. Personal behaviors which adversely affect teaching such as extreme shyness, emotionality, mental health problems (e.g., depression, mood swings, overt anger), over aggressiveness with students or others.
3. Failure to meet criteria for planning lessons for students, including unrealistic plans given students' developmental levels, poor knowledge of instructional strategies, which result in ineffective student learning.
4. Inability to work effectively with the cooperating teacher, university supervisor, principal, and other adults student teacher refuses to cooperate, follow directions, or accept feedback.
5. Poor organizational and time management skills, resulting in failure to implement teaching activities and routines.
6. Inability to manage the classroom independently; students off-task, failure to enforce rules, failure to secure students' attention.
7. Unrealistic and unfounded perceptions of own teaching and of classroom/student behavior.
8. Poor work ethic, incomplete, shoddy planning, "flying by the seat of the pants" teaching, poor preparation for teaching, poor attendance, tardiness in attending or meeting

deadlines.
9. Negative comments about or attitudes towards students or towards certain students; disrespectful treatment towards students; punitive focus.
10. Failure to follow classroom or school rules; rude behavior; inappropriate and unprofessional speech (e.g., swearing in the classroom).

Sometimes, a student teacher does not show sufficient promise as a teacher. If this occurs, the student will be counseled out of the teaching program. This is a serious decision, which will be reached only after assistance has been given to the student teacher through the development and implementation of a Support and Expectation Plan. In addition, the decision to remove the student from student teaching should involve input from the student teacher, the cooperating teacher, the university supervisor, the building principal, and the Director of Student Teaching and/or the Associate Dean of the School of Education. Any student removed from student teaching will be provided an exit conference, which will include the written reasons for withdrawal and suggestions for remediation, if appropriate. The exit conference will be documented, and a copy retained in the student teacher's permanent file. The recommendation for removal, with accompanying data supporting the decision, will also be retained in the student teacher's permanent file.

It is the responsibility of the School of Education to make this difficult decision. Student teaching is not a right; it is an awesome responsibility that affects the lives and learning of many students. The School of Education and the school districts cannot allow ineffective teaching, breaches in ethics, serious failure to follow school rules or procedures, or other serious infractions to adversely affect the learning of young children. Note: cooperating teachers and school administrators have the right to terminate student teaching at any time.

A student who is counseled to leave student teaching may withdraw from student teaching, following the rules and regulations of Colorado State University Pueblo, and will receive no credit for the experience. The student teacher is afforded the right to due process for this decision as for any disagreement arising from the enforcement of other university policies. The student teacher should refer to the CSU Pueblo Student Handbook for additional information.

Withdrawal from Student Teaching

Unfortunately, we cannot always control when crises occur, and sometimes they happen during student teaching. Prolonged illness, family illnesses, accidents, and life obligations outside of the classroom sometimes interfere with success in student teaching. Student teachers should inform the cooperating teacher and university supervisor, who will keep these stresses confidential. Sometimes, with appropriate notice, working as a team, an alternative plan can be developed that will resolve problems so that student teaching may continue. Not informing the relevant support system of life problems and attempting to continue as before may result in stress and unfortunate failures that could have been prevented. A brief time out from student teaching during times of stress, with student teaching extended upon return, is one possible solution.

However, if it is best for the student teacher to withdraw, the university supervisor will assist in the process. Information about the reasons for withdrawal, usually a letter from the student

teacher, should be placed in his/her permanent education file.

Reapplication for Student Teaching

A student removed from student teaching may reapply in subsequent semesters. However, she/he will be asked to respond to the concerns that resulted in removal and to provide evidence that these concerns will not limit success in future student teaching. The education faculty, who are responsible for approving/rejecting student teaching applications, will review this information.

Change of Placement

In some circumstances, a student teacher's placement may be changed during the semester. This most often occurs when an extremely non-productive relationship has developed between a student teacher and cooperating teacher, or when the cooperating teacher becomes ill. If problems in communication occur early in student teaching, and the university supervisor becomes aware of the difficulties, they may be resolved. Allowing them to continue to deteriorate makes change more difficult. Please apprise the supervisor of concerns about placement as early as possible.

In most cases, the decision to select a new placement will be a joint decision of the student teacher, cooperating teacher, building principal, university supervisor, and the Director of Student Teaching and/or Associate Dean of the School of Education. A written document requesting the change, with reasons for the change, is required, with a copy retained in the student teacher's file. A change in placement will require the availability of another appropriate placement. In addition, student teaching may be extended with a new placement. If this is a condition of the new placement, it will be included in writing in the recommendation for a placement change.

Applying for Your License

Upon successful completion of Colorado State University Pueblo's approved program of teacher preparation, student teachers are eligible to apply for an initial teaching license.

Licensure information will be shared at a student teaching seminar near the end of the semester. Along with the application form, you will be required to submit **official transcripts** from all colleges and/or universities where coursework was completed. If you attended an out-of-state college/university, we suggest that you order these transcripts well in advance. Note: You may want to order two official copies of all transcripts and keep one copy for your records.

Keeping in Touch

Once you have graduated from the School of Education, we want to know about your first teaching experience -- your successes, your challenges, and those interesting surprises! Remember that we will be here if you have questions or if you need our assistance.

However, to keep in touch, we will need to know how to locate you. When you sign a contract for your first position, please drop us a note or card to let us know about your teaching assignment -- where you will be teaching and what content areas. At the end of your first year of teaching, we will contact you to ask you a number of questions about the year and your opinions (as a seasoned teacher!) on your preparation at CSU Pueblo. We value the opinions of our graduates, will take your suggestions and advice seriously, and will use this information to improve the quality of our School of Education.

Appendix A: Weekly Learning Log

Student Teacher:
Date:

Describe the new teaching activities you undertook this week.

Explain the most important concepts you learned during the past week about teaching, learning, and education. What new connections did you make about teaching and learning?

What were the most significant challenges you faced during the past week?

What unanswered questions or concerns were raised through your experiences during the past week?

Other comments or questions for your supervisor:

Appendix B: Placement Criteria for Student Teaching

As Colorado State University Pueblo continues to implement rigorous standards for teacher education, more is being required of student teachers, cooperating teachers, and university supervisors. The following section outlines CSU Pueblo's vision for placing student teachers in learning environments in which they can meet these high standards, a vision requiring schools that support high standards and cooperating teachers who ensure that student teachers meet the challenges of first-year teaching. In developing these criteria, CSU Pueblo recognized that the most important criterion for selecting schools and teachers is their willingness to become partners in this process.

Included in this document are critical attributes of partner schools developed in a four-part process. Steps included: 1) review of the literature concerning partnership schools and professional development schools, including CAEP Standard 2 on Clinical Partnerships and Practice (2021) and Performance-Based Standards for Colorado Teachers (2000); 2) input from three advisory groups of K-12 teachers and administrators; 3) advice from university supervisors; and 4) review and adoption by the School of Education faculty and CSU Pueblo's interdisciplinary Teacher Education Board. Included in the policy are characteristics that would result in the most positive environment for preparing student teachers. It is our vision that these attributes would become central components of a partnership and would evolve as the partnership develops.

Moreover, the School of Education believes that all student teaching experiences should be in high-quality placements with masterful teachers. A formal MOU outlining the clinical partnership agreement must be signed by the school district before a student is placed in one of its schools. Priority will be given to schools with evidence of strong student learning outcomes and diverse student bodies (racial, socioeconomic, linguistic, special needs, etc.).

In coordinated partnership with Pueblo City Schools, the Teacher Pipeline Project exists to better recruit and retain teachers in high need schools. In this project, student teachers will work with their cooperating teachers the semester prior. This often leads to earlier takeovers of all duties by student teachers. Advertising and recruitment for this specialized program will occur each spring in February.

Process for Placement of Student Teachers

Placing student teachers is a joint responsibility of the district/school and Colorado State University Pueblo and should result in a match between the needs of individual student teachers and the strengths of available classroom teachers. Successful placements require successful teachers who have an interest in preparing new teachers.

The School of Education recognizes the value of pre-established relationships with cooperating teachers. In the normal course of the traditional pre-service teacher preparation program, our candidates develop relationships with cooperating teachers via their field experience for select courses. Students complete at least four different field placements prior to student teaching. Ideally, this fieldwork must be completed in a variety of placements within approved, diverse

schools that provide the candidate with an array of schools, grade levels, student types, etc. that are applicable to their endorsement areas. For student teachers, whenever possible, placement with cooperating teachers whom they have had positive evaluations is often preferable. This is especially true for student teachers completing in the spring semester. This allows them to see an entire year in a consistent setting, after already having diverse placements earlier in the program.

Also included here are criteria to be used in selecting cooperating teachers. These criteria, adopted in the same process described earlier for selecting partner schools, are guidelines for principals and the Director of Student Teaching to use as they match student teachers with master teachers. Major steps in this process should include:

1. The building principal must first identify a pool of cooperating teachers from which to match student teacher and cooperating teacher. It is highly recommended that the cooperating teacher be an ideal teacher role model. Principals are encouraged to place student teachers with the teaching faculty they would most like new teachers to emulate (including evidence of strong student learning gains).

2. The Director of Student Teaching will work with school district human resources staff and/or individual building principals to assist in matching teachers with student teachers. Student teacher requests for specific schools, grade levels, or cooperating teachers will be considered. However, there is no guarantee that student teachers will receive their specified placement. To the extent possible, students will be placed in settings like their intended first job.

3. Prospective cooperating teachers must agree to willingly accept a student teacher, understanding the responsibilities of the student teaching experience. It is the responsibility of the university to provide information to the principal or directly to the teacher that explains requirements for student teaching and ensuring that cooperating teachers are knowledgeable about their role. These include:

   - ✓ <u>Assistance in preparing student teachers to meet all teacher preparation standards.</u> To demonstrate that they meet all state standards at high levels, student teachers are required to develop and implement different types of learning activities (e.g., direct instruction, cooperative/collaborative learning, inquiry lessons . . .) as well as their own unit plans. Although they need support and assistance throughout the experience, all student teachers must become independent of their cooperating teachers in planning and implementing instruction and in managing the classroom.

     In order to become highly proficient beginning teachers, CSU Pueblo requires student teachers to engage in a number of activities that may be different from those of experienced teachers. For example, student teachers prepare more detailed plans than their cooperating teachers normally do before each lesson is taught. Detailed planning requires student teachers to deliberately focus on aspects of instruction that experienced teachers have become fluent at designing. At times cooperating teachers inform students that such requirements are unnecessary. To prepare excellent future teachers requires the support and collaboration of the cooperating teacher, other

building faculty and staff, the principal, and university supervisor.

- ✓ Student teacher completion of *Teacher Work Sample*. In meeting the Colorado Department of Education requirements for licensure, CSU Pueblo assigns teacher work samples during the semester. This will require students to develop and implement a standards-based unit of instruction in which the student does independent planning, implements ongoing assessment, modifies instruction so that all learners succeed, and reflects on teaching and learning throughout. The entire project, including student work samples, may ultimately be reviewed by personnel from CDE to provide documentation that the student teacher has met state standards. The unit requires independent planning (not merely following scripted lessons developed by others, including basal).

- ✓ Participation of student teachers in group meetings during student teaching. Regularly scheduled meetings at times agreed upon by cooperating teachers and the university supervisor are a required part of the student teaching experience. Student teachers also attend periodic seminars on the CSU Pueblo campus. A schedule of these is included in the Cooperating Teachers Handbook.

- ✓ Assistance with more extensive evaluation activities during the semester. As part of the continuing development of the student teaching program, the faculty will be conducting more extensive evaluations of the student teacher, requiring collaboration with the cooperating teacher.

- ✓ Co-teaching and co-planning between the cooperating teacher and the student teacher. As part of the continuing development of the student teaching program, student teachers are required to collaborate closely with cooperating teachers and deliver instruction using one or more of the five co-teaching approaches (see Appendix C).

Advantages for the Partner School

The following advantages have been identified for schools that partner in preparing student teachers:

- ✓ Access to a Curriculum Resource Center with curricular and instructional resources for use in the classroom. These include elementary and secondary materials, as well as professional resources in all academic areas.
- ✓ Access to technology resources available through two federally funded grants. These include hardware, peripherals, and software.
- ✓ Assistance from an instructional-technology expert, who will work with students and teachers upon request with integrating technology to strengthen student achievement.
- ✓ Experience working with energetic, idealistic, new teachers.
- ✓ Opportunities for early field experience students from CSU Pueblo education methods courses.
- ✓ Stipends and the possibility of continuing education credit and/or graduate credit.
- ✓ Access to university faculty for consultation and assistance.

- ✓ Support for building a school-wide Communities of Learners model of education.
- ✓ Satisfaction of assuring quality beginning teachers in each classroom in southern Colorado.

We understand the time, effort, and work the commitment to partnering in student teaching requires. It has been our experience that for many experienced teachers and university faculty, opportunities to work with student teaching is among the most memorable and rewarding roles of their educational career.

Critical Attributes of a Partner School

The following descriptions of critical attributes represent CSU Pueblo's vision of a school environment in which student teachers would acquire the teaching skills and dispositions to become successful beginning teachers:

Indicator 1: The school community embraces the Democratic Ideal of Education, respecting diversity, assuring equity and equal opportunity.

- All children can and do succeed at high levels.
- Teachers and administrators model high expectations for all.
- School community believes that all children can learn and acts on that belief. Class, race, and gender do not factor into student achievement differences.
- The school community does not give up on a student. Parents are an important part of continuing reform.

Indicator 2: The school community embraces reform and innovation to assure student achievement.

- Innovative instruction is encouraged and rewarded, and a variety of instructional best practices are modeled throughout the school.
- Technology is integrated into all aspects of instruction and management to raise student achievement.
- Leadership for continuing reform exists across the community, involving administration and teacher leaders.

Indicator 3: The school community models standards-based best practices in curriculum and instruction, assessment, and classroom management.

- District, national, and/or state standards are the foundation of the curriculum for long and short-term planning, and instruction and assessment are aligned with standards. Teachers are encouraged to match instruction to individual learner needs.
- Classroom and school practices foster autonomous learners.
- School policies and their fair implementation maximize student safety and learning. The school community uses data to improve the educational process.
- Language and literacy are integral parts of the school community.

Indicator 4: The school is a Community of Learners in which the learning of students, teachers, and others is integrated into the school program and into teaching practice and learning and practice are interwoven.

- An inquiry orientation exists toward teaching and learning, with serious talk about teaching and learning; research and practitioner knowledge are valued; all engage in the study and improvement of their own practice and disseminate new knowledge to others, and student work is the focus of teachers‟ discourse.
- Learner-centered practices are reflected in classrooms, with special needs valued and the responsibility and accountability for all students shared by all teachers.
- Adults and children engage in risk-taking learning and self-assessment.
- Teaching and learning are collegial, with teachers sharing problems and solutions. All teachers, including student teachers, are integrated into school-wide decision-making and function as a part of instructional teams.
- Student teachers can identify connections between their school site work and university coursework.

Critical Attributes of a Cooperating Teacher

The following characteristics are required for all Cooperating Teachers

1. Possession of a Colorado Professional license or Master certificate.
2. Teaching in the area in which he/she is licensed.
3. Three years of successful teaching experience.
4. Recommendation of both the school principal and Director of Student Teaching prior to student teacher placement.

Teachers with National Board Certification should be strongly considered.

The following characteristics have been adopted as critical attributes shared by <u>Master Cooperating Teachers</u>

1. The Cooperating Teacher possesses strong content knowledge in all areas for which the teacher has responsibility.

2. The Cooperating Teacher embraces the Democratic Ideal of Education in his/her classroom, respecting diversity, assuring equity and equal opportunity.

    - All children can and do succeed at high levels in his/her classroom.
    - The Cooperating Teacher believes that all children can learn and acts consistently with that belief, with high expectations for all students, including the student teacher. The Cooperating teacher does not give up on a student.
    - Class, race, and gender do not factor into student achievement differences. Parents are an important part of the life of the classroom.

3. The Cooperating Teacher models standards-based best practices in curriculum and instruction, assessment, and classroom management.

- District, national, and/or state standards are the foundation of the curriculum for long and short- term planning, and instruction and assessment are aligned with standards.
- The Cooperating teacher matches instruction to individual learner needs.
- The Cooperating Teacher provides a safe, positive environment that supports high rates of positive student behavior and autonomous student learning.
- She/he uses data to continually improve the educational process. Language and literacy are integral parts of the classroom community.

4. The Cooperating Teacher embraces reform and innovation to assure student achievement.

- Innovative instruction is encouraged and rewarded, and a variety of instructional best practices are modeled.
- Technology is integrated into all aspects of instruction and management to raise student achievement.
- The Cooperating Teacher demonstrates commitment to the profession through professional development, participation in ongoing reform in the school, and leadership in professional activities outside the classroom.

5. The Cooperating Teacher develops a Community of Learners for all, including the student teacher.

- The Cooperating Teacher models caring toward students, parents, and others in the classroom and school.
- The Cooperating Teacher models high professional and personal ethics and a strong teaching work ethic.
- She/he engages in serious talk about teaching and learning with colleagues and the student teacher, values both research and practitioner knowledge, and is willing to engage in the study and improvement of practice.
- Student work is the focus of the teacher's discourse.
- The Cooperating Teacher can nurture student and student teacher growth, assuming the role of critical mentor as needed.
- Learner-centered practices are reflected in the classroom, with special needs valued, assuming responsibility and accountability for all students.
- The teacher and students engage in risk-taking learning and are self-assessors.
- Teaching and learning are collegial, with teachers sharing problems and solutions.
- The Cooperating Teacher and student teacher are integrated into school-wide decision-making and function as a part of instructional teams.
- Student teachers can identify connections between their classroom work and university coursework

Critical Attributes of a University Supervisor

The following characteristics are required for all University Supervisors

1. Professional training in educator preparation.
2. Experience mentoring/coaching adults.
3. Teaching experience in pK-12.
4. Recommendation of both the Associate Dean of Education and Director of Student Teaching prior to supervision assignment.

The following characteristics have been adopted as critical attributes shared by university supervisors

1. Strong instructional knowledge

- Understands evidence-based instructional practices and effective pedagogy.
- Has a strong understanding of curriculum, instruction, assessment, and classroom management.
- Can recognize effective teaching and identify areas needing improvement.
- Understands how to differentiate instruction to meet diverse student needs.
- Connects instructional practices to learning standards and student outcomes.

2. Coaching and mentoring skills

- Builds trusting, supportive relationships with student teachers.
- Provides constructive, actionable feedback rather than simply identifying what went wrong.
- Uses reflective questioning to help student teachers analyze their own teaching.
- Encourages independence, problem-solving, and professional growth.
- Adjusts coaching to meet the developmental needs of each student teacher.

3. Strong communication and interpersonal skills

- Communicates clearly, professionally, and consistently.
- Listens carefully to student teachers, cooperating teachers, and school administrators.
- Demonstrates empathy, patience, and approachability.
- Addresses concerns directly, respectfully, and in a timely manner.
- Maintains positive, collaborative relationships with school partners.

4. Professionalism and ethical responsibility

- Demonstrates integrity, fairness, reliability, and confidentiality.
- Models professional conduct and ethical decision-making.
- Maintains appropriate professional boundaries.
- Follows university and school policies and procedures.
- Provides objective, evidence-based evaluations rather than allowing personal preferences or relationships to influence judgments.

5. Assessment and evaluative skills

- Uses observation and assessment tools consistently and accurately.
- Provides specific feedback grounded in observable teaching behaviors.
- Recognizes both strengths and areas for improvement.
- Identifies concerns early and communicates them clearly.
- Makes fair, defensible recommendations about a student teacher's readiness and progress.

6. Organization and dependability

- Completes observations, evaluations, and documentation in a timely manner.
- Follows established supervision schedules and expectations.
- Responds promptly to student teachers and cooperating teachers.
- Maintains accurate records of progress and concerns.
- Follows through on commitments.

7. Commitment to student learning and teacher development

- Keeps P-12 student learning at the center of supervision.
- Maintains high expectations for future teachers.
- Recognizes that student teachers are developing professionals who need both support and accountability.
- Advocates for the needs of student teachers while maintaining the integrity of the profession.
- Demonstrates a genuine commitment to preparing effective, reflective teachers.

APPENDIX C: Co-Teaching Information

A STUDENT TEACHER'S MODEL FOR CO-TEACHING

I. THE CORNERSTONE: A PHILOSOPHIC BASIS
   a. The members of successful co-teaching teams share several common beliefs, which constitute a philosophy or a system of principles that guide their practice.

II. INDIVIDUAL PREREQUISTES
   a. Co-teachers have personal characteristics that enable them to work effectively with another adult.
   b. Co-teachers have sets of common knowledge and skills

III. THE PROFESSIONAL RELATIONSHIP
   a. The professional relationship is built on communication, respect and trust.
   b. Co-teachers make a commitment to building and maintaining their professional relationship.
   c. The student teacher respects the cooperating teachers established system of instruction, classroom management and routines.
   d. The cooperating teacher allows the student teacher to take risks and try different strategies that are planned and discussed in advance.

IV. CLASSROOM DYNAMICS
   a. Co-teachers clearly define classroom roles and responsibilities
   b. The co-teachers‟ instructional interactions reflect their interpersonal relationship.
   c. The curriculum in co-taught classrooms explicitly address academic, developmental, compensatory, and life-skills and reflects the needs of students in the class.
   d. Co-teachers monitor and continually reflect upon their efforts.

V. EXTERNAL SUPPORT
   a. Administrators support co-teaching
   b. Appropriate professional development activities enhance co-teaching

PERSONAL PHILOSOPHIES

When experienced co-teachers discuss what makes co-teaching succeed, they typically emphasize the importance of a shared belief system. In the student teaching classroom, it is important for the student teacher and the cooperating teacher to share their beliefs about teaching. However, it also must be noted that the student teacher is to adopt the management system, regular routines, and instructional strategies that have been established by the cooperating teacher.

The following discussion items will help communication and understanding between the student teacher and the cooperating teacher as they become a co-teaching team.

Respond to the following:

1. When you think about teaching and learning, what are the five most important beliefs that

guide you in your role as an educator?
2. When you have finished, explain your beliefs to your co-teacher. Allow time for him/her to ask questions. Then change roles and listen to your co-teacher's beliefs.
3. In what areas do you share beliefs? In what areas do your beliefs differ?
4. What might be the implications for sharing instruction?

THE PROFESSIONAL RELATIONSHIP

In addition to sharing beliefs and contributing needed knowledge and skills, it is important that co-teachers learn to respect and trust one another, and that they devise strategies for clear communication with one another.

These discussion items will help the student teacher and cooperating teacher as they develop a co-teaching relationship:

1. When you think about how a co-teacher would convey to you that he/she respects you, what do you see that individual doing?
2. What actions/behaviors would convey to you a lack of respect?
3. When you think about how a co-teacher would go about building a sense of trust with you, what actions/behaviors would that individual display?
4. What actions/behaviors would convey to you a lack of trust?
5. If you needed to tell a co-teacher an uncomfortable of awkward piece of information, how would you go about doing this?
6. How would you prefer that others tell you information that you might find uncomfortable of awkward?

CHECKLIST FOR CO-TEACHING

Successful co-teaching relies on effective communication. It's surprising how simple matters, if not clarified, can lead to misunderstandings that interfere with co-teaching success. Some of the fundamental issues to address are described in the checklist below. Before the student teacher and cooperating teacher begin to develop a co-teaching relationship, be sure to discuss these items and others you may wish to add.

- ✓ Instructional content and outcomes, including topics being taught and priorities for what students should learn.

- ✓ Instructional format, including how the lesson will be delivered and by whom.

- ✓ Planning, including when and what subjects/lessons the student teacher will begin planning and assuming the role of instructional leader, and as student teaching nears an end, what subjects/lessons the cooperating teacher will again assume.

- ✓ Instructional space that arranges students in a way that is instructionally relevant but not distracting to other learners.

- ✓ Noise, or how the sound level in the classroom will be monitored and adapted. Noise could include teacher voices, instructional activities, student voices, and environmental sounds.

- ✓ Classroom routines that have been established by the cooperating teacher, which might include headings on student papers, student movement around the classroom, use of the restroom and drinking fountain, taking roll, make-up work from student absences, turning in work, and accessing materials in the classroom.

- ✓ Discipline, including the classroom management system established by the cooperating teacher, acceptable limits for student classroom behavior, and the system of rewards and consequences for student behavior.

- ✓ Grading, including the basis for grades, the grading scale, and who will assign grades.

- ✓ Teaching chores, including who scores assignments and tests, duplicates materials, reserves media materials, contacts speakers, arranges field trips, etc. As the student teacher phases in as the planner and assumes more responsibility, he/she is also expected to gradually assume all teaching chores as well.

- ✓ Feedback, incorporating when you will meet to assess how the co-teaching arrangement is operating and how you will reflect of the teaching-learning process.

CO-TEACHING APPROACHES

One Teach, One Support – In this type of co-teaching, both teachers are present, but one takes a clear lead in the classroom while the other gathers observational data on the students or "drifts" around the room assisting students during instruction. This approach is simple; it requires little planning on the part of the teachers, and it provides the additional assistance that can make a diverse classroom successful.

Station Teaching – In this approach, the co-teachers divide the content to be delivered and each one takes responsibility for part of it. In a classroom where station teaching is used, some of the students may be completing independent work assignments or participating in peer tutoring. Although this approach requires that the teachers share responsibilities for planning sufficiently to divide the instructional content, each has separate responsibilities for delivering instruction. Students benefit from the lower pupil-teacher ratio, and students with disabilities may be integrated into a group instead of being singled out. One drawback to station teaching is that the noise and activity level may be unacceptable to some teachers.

Parallel Teaching – The primary purpose of this type of co-teaching is to lower the student-teacher ratio. In parallel teaching, the teachers plan the instruction jointly, but each delivers it to half of the class group. This approach requires that teachers coordinate their efforts so that the students receive essentially the same instruction. This type of co-teaching is often appropriate for drill and practice activities, projects needing close teacher supervision, and test review. As with station teaching approaches, noise and activity levels may need to be monitored.

Alternative Teaching – Sometimes students with special learning needs benefit from pre-teaching or reteaching of the instructional content. In this approach to co-teaching, one teacher works with a small group of students to pre-teach or reteach while the other instructs the large group. This approach can also be used to ensure that all students in a class receive opportunities to interact with the teacher within a small group. The greatest risk in this approach is stigmatizing students with disabilities by repeatedly grouping them for this purpose. This risk can be avoided by varying groupings, including groups for enrichment, and ensuring that all students are periodically included in a group.

Team Teaching – In team teaching, both teachers share the instruction of students. The teachers may take turns leading a discussion, one may speak while the other demonstrates a concept, one may speak while the other models note-taking on the chalkboard, and so on. Teachers may role-play, simulate conflict, and model appropriate question asking. This approach requires the highest level of mutual trust and the most commitment. It is an approach that some co-teachers never enjoy. On the other hand, many veteran co-teachers report that this is the type of co-teaching they find most rewarding.

Adapted from:

Cook: L. & Friend, M. (1995). Co-teaching: Guidelines for creating effective practices. *Focus on Exceptional Children*, *28* (3), 1-16. https://doi.org/10.17161/foec.v28i3.685

Appendix D: Forms and Documents

All forms and documents can be found on the School of Education's website for Forms & Documents.