



Morgridge College
of Education

Teacher Education Program

Field Experience Handbook

2011-2012

The *University of Denver's Teacher Education Program Student Handbook* provides the prospective and admitted student with the policies and procedures to progress through the requirements of the program. In addition to our program publication, the student should become familiar with the *Morgridge College of Education Bulletin* and the *Graduate Studies Policy Manual*. Although every effort has been made to ensure their agreement, it is the student's responsibility to read the norms regarding degree programs in both documents and to complete various program steps in a timely fashion.

The University of Denver reserves the right to make changes in the regulations, courses, rules, fees or other changes in these handbooks without advance notice.

Inquiries concerning the Teacher Education Program should be directed to the Morgridge Office of Admissions, 1999 E. Evans Ave., Denver, CO 80208; Phone 303-871-2509 and edinfo@du.edu.

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INTRODUCTION TO THE TEACHER EDUCATION PROGRAM

Welcome to the Teacher Education Program! We successfully completed our Colorado Department of Education review and are fully accredited for the next five years. The next year promises to be an exciting and intense experience. At the beginning of the academic year, the details can sometimes be overwhelming. This student handbook will provide you, as an Apprentice Teacher, with essential information regarding program policies and practices. Many of your questions will be answered in these pages.

An important section to review at this point is the TEP Course Schedule. The Teacher Education Program does NOT always follow the University of Denver academic calendar. As indicated in your admissions packet, you are required to attend orientation and scheduled workshops in addition to your class schedule.

Please take some time to review all of this material in order to become more familiar with the details of this program. ***You are responsible for the contents in this Handbook, as well as the policies outlined in the Morgridge College of Education Bulletin.***

If you have any questions or concerns at any time during your program, please do not hesitate to contact any faculty or staff member. We are here as part of a network for guidance and support.

Best wishes for a successful year of teacher preparation!

Paul Michalec
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MORGRIDGE COLLEGE OF EDUCATION MISSION STATEMENT

The Morgridge College of Education's mission is to be a force for positive change in the lives of individuals, organizations, and communities, through unleashing the power of learning.

We accomplish our mission in four ways: through preparing highly competent, socially responsible, ethical and caring professionals to promote learning in diverse settings; through actively reaching out beyond our college to engage in learning partnerships with others; through contributing high-quality research to our respective fields; and through modeling excellence in all of our own educational programs.

MORGRIDGE COLLEGE OF EDUCATION VISION

The Morgridge College of Education at the University of Denver will be a global leader in innovative and effective approaches for promoting learning throughout the lifespan.

Transcending traditional ideas about education and schooling, we will embrace a new, comprehensive vision of learning as a lifelong activity that involves the whole person and can occur through a variety of methods, anywhere and at any time.

We will promote educational change and social equity and will provide leadership for the improvement of education, mental health, and information services and systems.

TEACHER EDUCATION PROGRAM MISSION STATEMENT AND PHILOSOPHY

Mission Statement

The mission of the University of Denver's Teacher Education Program (TEP) is to provide an extensive, integrated, professional experience that supports prospective teachers in developing a sophisticated understanding of their own practice and that guides them in promoting success among a diverse student population.

TEP Philosophy

The Teacher Education Program is an intensive, integrated, professional preparation experience. The program is structured so that experiences are purposeful and cumulative. Program features such as limited class sizes, built-in peer support, high academic standards, and closely supervised field experiences in urban and suburban settings promote student success in achieving TEP goals. TEP relies on a faculty well versed in the demands of practice, and able to articulate the theoretical underpinnings of effective instruction.

TEP delivers a curriculum that promotes critical thought, reflection, and collaboration. The program fosters essential professional competencies related to knowledge of subject matter

and student learning; formal and authentic assessment; democratic ideals; cultural diversity; recognition of individual student needs; and communication with students, the community, and other education professionals.

TEP encourages participants to develop a professional identity firmly grounded in personal experience as well as theoretical and practical knowledge to guide their professional practice. TEP encourages participants to develop habits of mind required for on-going professional growth and leadership. TEP graduates recognize their responsibilities as school professionals to be reflective practitioners, to serve the community, to be supportive colleagues, and most of all, to draw upon a range of instructional strategies to meet the varied needs of a diverse student population.

PURPOSE OF THE FIELD EXPERIENCES

Field experiences are of paramount importance, for it is in the crucible of the classroom that a deep understanding of teaching and learning is forged. Apprentice Teachers complete 800 hours (100 days) of closely supervised field experiences in the fall, winter, and spring quarters. The field experiences are designed to help Apprentice Teachers observe and understand the fundamentals of practice, and to gradually assume full responsibility for classroom teaching during the fieldwork experience. Apprentice Teachers receive regular informal and formal assessment of their developing practice throughout the year.

PROGRAM STRUCTURE

Apprentice Teachers are organized into cohorts and meet regularly with the members of this group and their University Supervisor. Cohort members provide collegial support for one another, forming bonds that often extend into the initial years of teaching. University Supervisors are experienced educators who are recognized for their excellent classroom practice and instructional expertise with adult learners. University Supervisors observe/visit individual Apprentice Teachers at their observation sites and facilitate cohort meetings.

PROGRAM TIMELINE

Apprentice Teachers are required to complete both observation and teaching days in diverse, urban, public school classrooms in the Denver metro area throughout their field experience.

Fall Field Experience

Apprentice Teachers are required to be at their fieldwork site two days a week during fall quarter between the end of August and mid-November. Placement will allow Apprentice Teachers to work within two levels of their licensure area (e.g., Elementary primary and intermediate, K12 elementary and secondary; Secondary- middle and high schools)

Winter/Spring Field Experience

Apprentice Teachers are required to be at their fieldwork site three days a week during winter quarter and four days a week in the spring quarter.

SCHOOL AND UNIVERSITY RELATIONSHIP

The development of the Apprentice Teacher's practice is directly related to the "fit" of the Apprentice Teacher with the Mentor Teacher and classroom in which he/she is placed. Accordingly, TEP seeks to place each Apprentice Teacher in an environment where he/she will thrive and succeed.

Field Experience

Our commitment to ensuring that our Apprentice Teachers have a basic understanding of Colorado's most diverse students and classrooms is reflected in our practice of placing all Apprentice Teachers in culturally diverse classrooms during their field experience. Consideration is made for the choice of district partners the Apprentice Teacher is interested in working with. However, there is no guarantee that an Apprentice Teacher's preference will be honored. District placement is based on many variables including but not limited to, site availability, licensure area requirements, district HR policies, and Partner School models.

Apprentice Teachers cannot student teach in a building where a relative also works or a child attends.

Everyone Benefits

The exchange of teaching practices is a powerful form of professional development that is mutually beneficial. While Apprentice Teachers obviously benefit from having a master teacher as a mentor, Mentor Teachers also benefit from engaging in the quality of reflection required by having to elaborate upon and justify his/her practice to Apprentice Teachers. Apprentice Teachers bring fresh ideas from methods courses, as well as the latest approaches to using technology in the classroom. Moreover, the Mentor Teacher has an additional, dedicated adult in their classroom between August and June. By reducing the teacher-to-student ratio, the Mentor Teacher has the opportunity to offer more individual and small-group instruction. Finally, the district benefits because it has an opportunity to preview Apprentice Teachers before making offers of employment.

PLACEMENT PROCESS AND POLICIES

Arrangements for field placements are made exclusively by the TEP Field Coordinator. It is standard practice for field placements to be made at schools within the Denver metro area.

Placement Process

Criteria for Mentor Teacher

A Mentor Teacher must receive the unqualified endorsement by his/her principal on these basic criteria:

- have four or more years of successful teaching experience;
- be proficient in standards-based curriculum;
- conduct a learner-centered classroom;
- be either proficient in the use of technology to support student learning, or open to the Apprentice Teacher's incorporation of technology;
- be a willing, supportive and competent mentor to a Apprentice Teacher;
- support the Apprentice Teacher in their efforts to try innovative and experiential teaching strategies;
- demonstrate knowledge and use of current research based practices;
- be qualified according to Colorado Professional Teacher licensure standards in their content area.

Matching a Apprentice Teacher with a Mentor Teacher

The process for finding a good fit between the Mentor Teacher and the Apprentice Teacher in the fieldwork assignment experience is as follows:

- Field Coordinator Partner Schools indicate potential Mentor Teachers.
- The Field Coordinator matches Partner School availability with cohort requirements.
- The Apprentice Teacher, prospective Mentor Teacher, and the school principal or his/her designee, take part in a required interview which results in a decision that the placement is a positive match.
- The Apprentice Teacher, Mentor Teacher, school administrator and the TEP Field Coordinator sign the Fieldwork assignment Placement Confirmation Form making the placement official.

Fieldwork assignment Placement Change

Occasionally, in spite of the efforts to make a good match between the TEP Apprentice Teacher and the Mentor Teacher, one or both parties may feel uncomfortable with the placement. If the Apprentice Teacher or Mentor Teacher believes he/she is in an unacceptable placement, it is the responsibility of either the Apprentice Teacher or Mentor Teacher to contact the University Supervisor,. This should be done as soon as possible to discuss the matter. The University Supervisor works to facilitate communication among all parties to enhance the possibility for success. In rare situations, the Teacher Education Program will agree to make a change in a fieldwork assignment placement. If a decision is made to end the fieldwork assignment placement, all parties will take part in an exit conference.

The University Supervisor and Field Coordinator will consult with the Apprentice Teacher and the TEP Director to make every effort to locate a second fieldwork assignment placement as soon as possible. The normal process for placement will be followed for securing the second

fieldwork assignment. If this second fieldwork assignment is not successful, the Apprentice Teacher, the TEP Director, the Field Coordinator, and University Supervisor will meet to consider the Apprentice Teacher's future in the program.

Field Experience Policies

Placement Exception

Apprentice Teachers will not be placed at a school where a relative works or where his/her children and/or relatives attend school.

Professionalism

All Apprentice Teachers are expected to interact responsibly and professionally with all members of the educational community, including but not limited to, those at the University and those at their site placement(s). Professional behavior includes accepting responsibility for one's actions, taking immediate steps to resolve conflicts and treating others with full respect. Apprentice Teachers are expected to dress professionally at all times during field experiences .

Attendance Guidelines

Apprentice Teachers are responsible for obtaining the Mentor Teachers signature on the appropriate attendance form for every field day/week each quarter. Apprentice Teachers are required to return attendance forms to the University Supervisor when the placement is completed. Apprentice Teachers are not considered to have completed TEP until all attendance forms are recorded and in the Apprentice Teachers' file.

Apprentice Teachers who must be absent during either placement must notify (1) the Mentor Teacher, (2) the University Supervisor, and (3) the appropriate person in the school building. Any winter quarter absences must be made up before fieldwork assignment begins.

Apprentice Teachers are expected to be at the school site one-half hour before school begins and to remain for one-half hour after school ends. During fieldwork assignment, Apprentice Teachers are expected to attend after-school meetings and conferences, unless doing so conflicts with TEP class meetings.

Strike Policy

In the unlikely possibility that a Apprentice Teacher is assigned to a district that goes on strike, the following procedures will be followed:

- If a strike is anticipated, the Apprentice Teacher will notify his/her Supervisor. If a strike is put into effect, the Mentor Teacher and Apprentice Teacher will contact the University Supervisor, who will immediately contact the TEP Director.
- The Apprentice Teacher will not, under any circumstance, take part in any of the district's strike activities.
- There will be a clear understanding between all parties—Mentor Teachers, Apprentice Teachers and school administrators—that the Apprentice Teacher will not enter the school building during a strike without first obtaining the permission of

the Mentor Teacher, the school administrator, and the president of the local teachers' association. If it is necessary for the Apprentice Teacher to enter the building, the Mentor Teacher will obtain the necessary approval of all parties on behalf of the Apprentice Teacher.

- During a short term strike (1 to 5 days), the Apprentice Teacher will utilize his/her time by completing visitations to other schools, preparing lesson plans and other instructional materials, and gathering information for course projects or assignments.
- If it appears that the strike might become prolonged, it may be necessary to reassign the Apprentice Teacher to another school site.

Tracking

Occasionally, a Apprentice Teacher assignment is in a school that operates on a year-round (tracking) calendar. If the Mentor Teacher is scheduled to go "off track" during the Apprentice Teacher's fieldwork assignment, the Mentor Teacher and Apprentice Teacher mutually agree on one of the two following options: either the Apprentice Teacher will go "off track" with the Mentor Teacher, or the Apprentice Teacher will be placed with a second Mentor Teacher and classroom to complete the fieldwork assignment. Both of these possible scenarios require that arrangements be made before the placement begins. Please refer to the Memorandum of Understanding for Fieldwork assignment in Year Round Schools Tracking.

GETTING READY

The Apprentice Teacher will:

- become familiar with information in this handbook, MCE Bulletin, and all DU policies;
- attend the fall Apprentice Teacher orientation in August;
- seek the school information and demographic data needed to become oriented and comfortable in the school setting;
- seek ways to become a productive, contributing member of the school;
- quickly learn students' names and the Mentor Teacher's rules, routines and expectations for students;
- introduce yourself to other school personnel with whom you come in contact;
- communicate the dates and times for scheduled observations with your University Supervisor.

The Mentor Teacher will:

- become familiar with information in this handbook;
- prepare your students for the Apprentice Teacher's arrival;
- make provision for the Apprentice Teacher to have a prominent location to observe and be able to freely move around the classroom to work with students;

- make provision for the Apprentice Teacher to have a desk to use;
- provide access to school handbooks, textbooks, curriculum guides, and seating charts or student rosters to the Apprentice Teacher;
- review the suggested sequence of the Field Experience Responsibilities Week-By-Week sections of this handbook with the Apprentice Teacher;
- introduce the Apprentice Teacher to your students in a manner that establishes the Apprentice Teacher as your partner and colleague;
- introduce the Apprentice Teacher to faculty, staff, and administrators;
- orient the Apprentice Teacher to the building and discuss pertinent policies, procedures, and routines;
- acquaint the Apprentice Teacher with district and school policies, procedures, and routines;
- involve the Apprentice Teacher in basic activities such as taking roll, working with individual students or groups, checking assignments and correcting papers, and planning and presenting short lessons;

The University Supervisor will:

- become familiar with information in this handbook;
- obtain a list of Apprentice Teacher’s under your supervision and their assigned schools;
- inform the Apprentice Teachers of their responsibility to contact their fieldwork site before the first visit;
- attend the Apprentice Teacher orientation in August, meeting with the Apprentice Teacher’s assigned to your group,
- establish a time in week one to meet with members of the cohort assigned to each building, the Mentor Teacher(s) and the school site administrator for an introduction to the school and basic policies/procedures;
- confirm dates and times of each Apprentice Teacher’s observation schedule.

ROLES AND RESPONSIBILITIES OF THE MENTOR TEACHER AND APPRENTICE TEACHER

Fall Mentor Teacher

The role of the Mentor Teacher is to be a model teacher and a mentor to the Apprentice Teacher. Specific Mentor Teacher responsibilities include:

- attend orientation session with the Apprentice Teacher, University Supervisor, and school site administrator during the first week of placement;
- monitor guidelines as outlined in the Fall Responsibilities Week-By-Week section of this handbook;
- involve the Apprentice Teacher in planning and debriefing curriculum, instruction, and/or assessments;

- permit the Apprentice Teacher to implement sample lessons and assessments as specified in on-campus courses;
- observe the Apprentice Teacher's interactions with students in the classroom and provide informal feedback;
- communicate any concerns, as well as the Apprentice Teacher's' progress, with the University Supervisor;
- sign the TEP Fall Field Experience In-School Attendance Form.

Fall Apprentice Teacher

The Apprentice Teacher's role is to observe and learn from the Mentor Teacher, and teach one class segment/lesson at each level. The Apprentice Teacher is not a paraprofessional, an intern, or an aide. Rather, the Apprentice Teacher is in the classroom to learn as much as possible and begin to implement sound classroom practice. Specific responsibilities include:

- complete and return the Fall Field Placement Request Form;
- fulfill expectations outlined in the suggested sequence of the Field Experience Responsibilities Week-By-Week section of this handbook with the Mentor Teacher;
- obtain signatures on attendance forms and turn in by set deadlines;
- communicate regularly with the Mentor Teacher and University Supervisor;
- learn as much as possible about effective teaching practices and the complex role of a classroom teacher;
- complete and return the Fall Field Placement Evaluation form;
- complete and return the Fall Field Experience University Supervisor Evaluation form;
- in late fall, complete and return the Winter/Spring Field Experience and Fieldwork assignment Placement Request form and the TEP Fieldwork assignment Placement Confirmation Form. It is the Apprentice Teacher's' responsibility to submit these forms to the Placement Coordinator.

Winter/Spring Mentor Teacher

The Mentor Teacher's role is to be a model teacher and a mentor for the Apprentice Teacher, and is selected because he/she exemplifies good practice, and has received the unqualified endorsement of his/her principal or building administrator. The Mentor Teacher involves the TEP Apprentice Teacher in planning and debriefing curriculum, instruction, and/or assessments (e.g. see week-by-week guidelines). The Mentor Teacher provides feedback regarding the Apprentice Teacher's interactions with students, curriculum planning, instruction, and assessment of students. The Mentor Teacher's assessment of the Apprentice Teacher's performance on selected state standard elements is an important source of information in determining whether the Apprentice Teacher is proficient on those elements. The Mentor Teacher is a formal resource for the Apprentice Teacher about the roles and responsibilities of a teacher. At the conclusion of fieldwork assignment, TEP remunerates the Mentor Teacher and supplies him/her with a letter stating that he/she has earned the equivalent of one semester hour of credit toward re-certification.

Responsibilities

Specific Mentor Teacher responsibilities include:

- attend the same session of the required in-service training with the confirmed Apprentice Teacher
- monitor guidelines as outlined in the Responsibilities Week-By-Week;
- provide constructive support for the Apprentice Teacher's learning and teaching in regular informal meetings with the Apprentice Teacher;
- permit the Apprentice Teacher to implement sample lessons and assessments as specified in on-campus courses;
- observe the Apprentice Teacher's teaching;
- communicate any concerns regarding the Apprentice Teacher's progress with the University Supervisor;
- sign the Field Experience In-School Attendance form and Fieldwork assignment In-School Attendance forms;
- participate in all triad conferences with the student teacher and the his/her University Supervisor;
- evaluate the Apprentice Teacher's professional performances with the University Supervisor using the Apprentice Teacher Observation/Evaluation Form. While the Mentor Teacher plays an important role in evaluation of the Apprentice Teacher's performance on many standard elements, the University Supervisor has the sole responsibility for assigning a final grade in fieldwork assignment;
- monitor and assist in developing sections of the Apprentice Teacher's Teacher Work Sample.

Apprentice Teacher

The Apprentice Teacher's' role is to observe and learn from the Mentor Teacher and to gradually assume full-time teaching responsibilities. The Apprentice Teacher is not a paraprofessional, an intern, or an aide. The Apprentice Teacher is in the classroom to learn as much as possible and to implement sound classroom practice.

Responsibilities

Specific responsibilities include:

- attend the same session of the required in-service training with the confirmed Mentor Teacher;
- fulfill expectations outlined in the Winter/Spring Responsibilities Week-By-Week section of this handbook;
- obtain signatures on the attendance forms for winter field experience and spring fieldwork assignment and submit them to the program office;
- communicate with the Mentor Teacher and the University Supervisor in regular informal and formal meetings;
- learn and practice effective teaching, including the design and implementation of Teacher Work Sample and all performance-assessments;

- complete the Fieldwork assignment Placement Evaluation form and submit to the program office.

Field Coordinator Initial Triad Conference

During the first two weeks of January, an initial triad conference is held with the Apprentice Teacher, Mentor Teacher, and University Supervisor. At this point, expectations, roles, and responsibilities are further reviewed and clarified among the participants. Modifications may be negotiated at this point in response to the Mentor Teacher's concerns and/or the unique features of the school context (e.g. block or track schedule, CSAP exam preparation, etc.).

2011-2012 SUGGESTED FIELDWORK CALENDAR: ELEMENTARY

Fall: 2 days per week, Tuesday and Wednesday, August 22- November 17

Week	Apprentice Responsibility	Notes
1 Aug 22-26	Observation	<ul style="list-style-type: none"> • Observation includes active engagement with students • Apprentice teacher attends school and/or department meetings
2 Aug 29-Sep2	Observation	
3 Sep 5-9	Observation	<ul style="list-style-type: none"> • Apprentice Teacher may need to complete assessments or teaching tasks for assignments in DU courses
4 Sep 12-16	One 20-30 minute lesson	<ul style="list-style-type: none"> • Lesson may be whole-group, small group, or one-on-one
5 Sep 19-23	One 20-30 minute lesson	
6 Sep 26-30	One-two 20-30 minute lessons	<ul style="list-style-type: none"> • Mentor observes Apprentice Teacher, provides informal feedback
7 Oct 3-7	One-two 30-45 minute lessons	<ul style="list-style-type: none"> • Apprentice Teachers should teach various subjects (e.g., math and literacy, if applicable)
8 Oct 10-14	One-two 30-45 minute lessons	
9 Oct 17-21	One-two complete 45-60 minute lessons	
10 Oct 24-28	One-two complete 45-60 minute lessons	
11 Oct 31-Nov 4	Two-three complete 45-60 minute lessons	
12 Nov 7-11	One half-day Solo Teaching	<ul style="list-style-type: none"> • Apprentice Teacher should assume responsibility for entire class during solo teaching
13 Nov 14-18	One half-day Solo Teaching	<ul style="list-style-type: none"> • Apprentice Teacher Performance Evaluation in week 12 or 13 • Triad meeting #1

Winter: 3 days per week, Tuesday, Wednesday, and Thursday, January 3- March 15

Week	Apprentice Responsibility	Notes
1 Jan 2-6	One full- day Solo Teaching	
2 Jan 9-13	One full day Solo Teaching	<ul style="list-style-type: none"> • Mentor observes Apprentice Teacher, provides informal feedback
3 Jan 16-20	Two full days Solo Teaching	
4 Jan 23-27	Three full days Solo Teaching	<ul style="list-style-type: none"> • Apprentice Teacher Performance Evaluation in week 3 or 4 • Triad meeting #2

5 Jan 30-Feb 3	Two full days Solo Teaching	<ul style="list-style-type: none"> • Collaboration Week 1 <ul style="list-style-type: none"> ○ Apprentice Teachers prepare to teach one lesson at alternate grade level
6 Feb 6-10	One 30-45 minute lesson at alternate level (primary, intermediate)	<ul style="list-style-type: none"> • Collaboration Week 2 <ul style="list-style-type: none"> ○ Elementary Apprentice Teachers teach one lesson at alternate level (K-2 to 3-5; 3-5 to K-2)
7 Feb 13-17	One 30-45 minute lesson	<ul style="list-style-type: none"> • Lessons may be whole-group, small group, or one-on-one
8 Feb 20-24	One-two 30-45 minute lessons	
9 Feb 27-Mar 2	One-two 30-45minute lessons	
10 Mar 5-9	One-two 30-45 minute lessons	<ul style="list-style-type: none"> • Apprentice Teachers may assist with testing as needed
11 Mar 12-16	One-two 30-45 minute lessons	

Spring: 4 days per week, Monday-Thursday, March 19- May 25

Week	Apprentice Responsibility	Notes
1 Mar 19-23	One-two 30-45 minute lessons	
2 Mar 26-30	Two-three complete 45-60 minute lessons	
3 Apr 2-6	One half-day Solo Teaching	<ul style="list-style-type: none"> • Apprentice Teacher should assume responsibility for entire class during solo teaching
4 Apr 9-13	One half-day Solo Teaching	
5 Apr 16-20	One full-day Solo Teaching	<ul style="list-style-type: none"> • Mentor observes Apprentice Teacher, provides informal feedback
6 Apr 23-27	Two full days Solo Teaching	
7 Apr 30-May 4	Two full days Solo Teaching	<ul style="list-style-type: none"> • Mentor teacher should be present during Apprentice Solo Teaching
8 May 7-11	Three full days Solo Teaching	
9 May 14-18	Three full days Solo Teaching	<ul style="list-style-type: none"> • Apprentice Teacher Performance Evaluation week 8 or 9 • Triad #3
10 May 21-25	Three full days Solo Teaching	

2011-2012 SUGGESTED FIELDWORK CALENDAR: SECONDARY, MUSIC, ART, AND SPANISH

Session 1

Dates	Apprentice Responsibility	Notes
Aug 22-26	Observation	<ul style="list-style-type: none"> • Observation includes active engagement with students • Apprentice teacher attends school and/or department meetings
Aug 29-Sep2	Observation	
Sep 5-9	Observation	<ul style="list-style-type: none"> • Apprentice Teacher may need to complete assessments or teaching tasks for assignments in DU courses
Sep 12-16	One 20-30 minute lesson	<ul style="list-style-type: none"> • Lesson may be whole-group, small group, or one-on-one
Sep 19-23	One 20-30 minute lesson	
Sep 26-30	One-two 20-30 minute lessons	<ul style="list-style-type: none"> • Mentor observes Apprentice Teacher, provides informal feedback
Oct 3-7	One-two 30-45 minute lessons	<ul style="list-style-type: none"> • Apprentice Teachers should teach various subjects (e.g., math and literacy, if applicable)
Oct 10-14	One-two 30-45 minute lessons	
Oct 17-21	One-two complete 45-60 minute lessons	
Oct 24-28	One-two complete 45-60 minute lessons	
Oct 31-Nov 4	Two-three complete 45-60 minute lessons	
Nov 7-11	One half-day Solo Teaching	<ul style="list-style-type: none"> • Apprentice Teacher should assume responsibility for entire class during solo teaching
Nov 14-18	One half-day Solo Teaching	<ul style="list-style-type: none"> • Apprentice Teacher Performance Evaluation in week 12 or 13 • Triad meeting #1
Jan 2-6	One full- day Solo Teaching	
Jan 9-13	One full day Solo Teaching	<ul style="list-style-type: none"> • Mentor observes Apprentice Teacher, provides informal feedback
Jan 16-20	Two full days Solo Teaching	
Jan 23-27	Three full days Solo Teaching	<ul style="list-style-type: none"> • Apprentice Teacher Performance Evaluation in week 3 or 4 • Triad meeting #2
Jan 30-Feb 3	Two full days Solo Teaching	<ul style="list-style-type: none"> • Collaboration Week 1 <ul style="list-style-type: none"> ○ Secondary Apprentice Teachers prepare to move to alternate level ○ Elementary Apprentice Teachers prepare to teach one lesson at alternate grade level

August 22- November 17: 2 days per week, Tuesday and Wednesday

January 3- February 3: 3 days per week, Tuesday, Wednesday, and Thursday

2011-2012 Suggested Fieldwork Calendar: Secondary, Music, Art, and Spanish Session 2

Dates	Apprentice Responsibility	Notes
Feb 6-10	Observation	<ul style="list-style-type: none"> ○ Secondary Apprentice Teachers rotate to alternate level (middle to high; high to middle) ○ Music and Art Apprentice Teachers rotate to alternate level (elementary to secondary; secondary to elementary)
Feb 13-17	One 30-45 minute lesson	<ul style="list-style-type: none"> ● Lessons may be whole-group, small group, or one-on-one
Feb 20-24	One-two 30-45 minute lessons	
Feb 27-Mar 2	One-two 30-45minute lessons	
Mar 5-9	One-two 30-45 minute lessons	<ul style="list-style-type: none"> ● Apprentice Teachers may assist with testing as needed
Mar 12-16	One-two 30-45 minute lessons	
Mar 19-23	One-two 30-45 minute lessons	
Mar 26-30	Two-three complete 45-60 minute lessons	
Apr 2-6	One half-day Solo Teaching	<ul style="list-style-type: none"> ● Apprentice Teacher should assume responsibility for entire class during solo teaching
Apr 9-13	One half-day Solo Teaching	
Apr 16-20	One full-day Solo Teaching	<ul style="list-style-type: none"> ● Mentor observes Apprentice Teacher, provides informal feedback
Apr 23-27	Two full days Solo Teaching	
Apr 30-May 4	Two full days Solo Teaching	<ul style="list-style-type: none"> ● Mentor teacher should be present during Apprentice Solo Teaching
May 7-11	Three full days Solo Teaching	
May 14-18	Three full days Solo Teaching	<ul style="list-style-type: none"> ● Apprentice Teacher Performance Evaluation week 8 or 9 ● Triad #3
May 21-25	Three full days Solo Teaching	

February 6- March 15: 3 days per week, Tuesday, Wednesday, and Thursday

March 19- May 25: 4 days per week, Monday-Thursday

ROLES AND RESPONSIBILITIES OF UNIVERSITY SUPERVISOR, FIELD COORDINATOR, AND SITE ADMINISTRATOR

University Supervisor

The TEP University Supervisor serves as an advisor to Apprentice Teachers. He/she establishes rapport with each Apprentice Teacher, and maintains open communication between the Apprentice Teacher, Mentor Teacher, school site administrator, and Field coordinator. The University Supervisor serves as a liaison between the university's program and the school site. Initial questions about Apprentice Teachers' progress should be directed to the University Supervisor.

Role of University Supervisor during the Fieldwork Experience

During the field experience, the University Supervisor makes a number of required site visits. The schedule for these visits is listed in the Fieldwork Calendar. The purpose of each visit is to observe the Apprentice Teacher engaged in actual interactions with children in the classroom.

Responsibilities

University Supervisor

Specific responsibilities for field experience include:

- facilitating communication between the Apprentice Teacher, Mentor Teacher and TEP;
- providing both written and oral feedback after each visit using the TEP University Supervisor Visitation Report;
- ensuring that the Apprentice Teacher Observation/Evaluation form is completed;
- submitting the Apprentice Teacher's letter grade to the program office at the end of the quarter.
- providing both written and oral comments for the Apprentice Teacher after each visit, including providing feedback on those lessons that incorporate content-area literacy and math, using the TEP University Supervisor Visitation Report;
- facilitating triad conferences;
- making final judgments regarding the Apprentice Teacher's' proficiency of performance on selected state standard elements;
- assuming sole responsibility for assigning a final grade in fieldwork assignment.

FIELD COORDINATOR

The Field Coordinator works with partner schools and districts to secure, develop, and troubleshoot field placements for Apprentice Teachers. Specific responsibilities include:

- Developing and assessing field observation documents
- Aligning field documents and supervision to standards-based instruction

School Site Administrator

The school site administrator works with the TEP Supervisor to select exemplary Mentor Teachers and introduces the Apprentice Teacher to the school and its policies/procedures during the first week of the placement. He/she may choose, but is not obligated, to observe the Apprentice Teacher and may be involved in meetings with the University Supervisor, Mentor Teacher, and Apprentice Teacher if any concerns arise.

TEACHER WORK SAMPLE (TWS) AND TRIAD CONFERENCES

The Mentor Teacher, University Supervisor, and other TEP faculty all play a role in evaluating Apprentice Teachers' performances in the field, both in quality of teaching and as they relate to the Performance Standards for Colorado Teachers.

Teacher Work Sample (TWS)

The Teacher Work Sample (TWS) is the culminating, integrated performance assessment which all Apprentice Teachers must successfully complete in order to be recommended to the State of Colorado for licensure by the University of Denver. Specific TWS assignments are defined and delineated in the Teacher Work Sample Guide.

The components of the TWS are assigned and discussed in the student teachers' DU classes, but much of the research needed to complete these assignments is done in the fieldwork assignment classroom.

Observation & Evaluation Form

The Apprentice Teacher Observation and Evaluation form is used to assess Apprentice Teachers' proficiency on a range of essential teaching practices. The same form is used at the mid-term and final triad conference, when the Mentor Teacher and University Supervisor rate Apprentice Teachers' performance on each item, noting specific evidence to support each rating. The Mentor Teacher and Apprentice Teacher may meet informally between conferences to document evidence of proficiency.

Triad Conferences

Triad conferences are held between the Apprentice Teacher, Mentor Teacher, and University Supervisor. The Performance-Based Standards for Colorado Teachers and the assessments required by TEP are also discussed as well as each item outlined on the Observation/Evaluation Form. In addition, at a mid-programs triad, the Apprentice Teacher, Mentor Teacher, and the University Supervisor each complete evaluation forms. The completed forms are then used as the basis for discussion and annotated during the conference.

Triad meetings may also be used to document unsatisfactory progress of Teacher Apprentices. When this occurs, the procedures for unsatisfactory progress within the TEP are begun.

APPENDICES

FALL FIELD EXPERIENCE FORMS

- 1.1 Fall Field Experience In-School Attendance Form
Elementary and Secondary
- 1.2 Fall Field Experience In-School Attendance Form
K-12 Art/Music/Foreign Language
- 1.3 Fall Placement Evaluation (by Apprentice Teacher)
- 1.4 Fall University Supervisor Evaluation (by Apprentice Teacher)
- 1.5 Fall District Human Resources Presentation Evaluation

**1.1 – Elementary and Secondary
Fall Field Experience In-School
Attendance Form**

It is the Apprentice Teacher’s responsibility to return this completed form to the University Supervisor or directly to the program office.

Apprentice Teacher Name: _____

DU University Supervisor Name: _____

Mentor Teacher I Name: _____

Fieldwork School I Name: _____

Mentor Teacher II Name: _____

Fieldwork School II Name: _____

I.

Visit #	Visit Date	Mentor Teacher Signature	Apprentice Teacher Signature
1			
2			
3			
4			
5			
6			

II.

Visit #	Visit Date	Mentor Teacher Signature	Apprentice Teacher Signature
1			
2			
3			
4			
5			
6			

It is the Apprentice Teacher’s responsibility to return this completed form to the University Supervisor or directly to the Director’s office.

Apprentice Teacher Name: _____

DU University Supervisor Name: _____

Mentor Teacher I: _____ School I: _____

Mentor Teacher II: _____ School II: _____

Mentor Teacher III: _____ School III: _____

I.

Visit #	Visit Date	Mentor Teacher Signature	Apprentice Teacher Signature
1			
2			
3			
4			

II.

Visit #	Visit Date	Mentor Teacher Signature	Apprentice Teacher Signature
1			
2			
3			
4			

III.

Visit #	Visit Date	Mentor Teacher Signature	Apprentice Teacher Signature
1			
2			
3			
4			

Just as the evaluations provided by former students have assisted us in selecting your placement, your evaluations will benefit future students. **You will need multiple copies of this form.** Please complete one to evaluate each Mentor Teacher with whom you worked in each school where you were placed. Typically this means completing this in January and June. Please use care in completing this form. Your responses will remain confidential. Thank you.

Mentor Teacher: _____

School: _____ District: _____

Grade level(s) and subject taught when you were in the classroom: _____

Please answer the following statements using this scale: 5 = definitely, 3 = moderately, 1 = not at all.

_____ The students were usually motivated by lessons or activities.

_____ The students knew what was expected of them.

_____ The Mentor Teachers' pedagogy was such that all students in the class felt as if they could succeed.

_____ The classroom was usually well managed by the teacher.

_____ The Mentor Teacher was strong in adapting instruction to meet the needs of a variety of learners.

_____ The Mentor Teacher had strong subject area knowledge.

_____ The Mentor Teacher was strong in the use of standards-based instruction.

_____ The Mentor Teacher seemed professionally motivated.

_____ The Mentor Teacher effectively integrated technology into his/her classroom instruction.

_____ The Mentor Teacher spoke positively about students.

_____ The Mentor Teacher was available when I needed her/him.

____ The Mentor Teacher provided valuable feedback to me.

____ The Mentor Teacher was supportive of my efforts.

____ The Mentor Teacher was a good role model for teaching.

____ The Mentor Teacher was a good role model for learning how to work effectively with parents.

____ The Mentor Teacher was an effective role model in planning and implementing literacy instruction.

____ The Mentor Teacher was an effective role model in planning and implementing numeracy instruction.

Additional Comments:

Please use care in completing this form because your responses aid us in the planning and design of our courses each year. Your responses will remain confidential. Thank you.

University Supervisor: _____

Please answer the following statements using this scale: 5 = definitely, 3 = moderately, 1 = not at all.

- ___ The University Supervisor was available when I needed assistance.
- ___ The University Supervisor communicated his/her expectations clearly.
- ___ The University Supervisor demonstrated knowledge of teaching and today's classroom.
- ___ The University Supervisor gave me supportive feedback.
- ___ The University Supervisor gave helpful suggestions for improvement.
- ___ The University Supervisor worked with my Mentor Teacher.
- ___ The University Supervisor was knowledgeable about the DU Teacher Education Program.
- ___ The University Supervisor was knowledgeable of current issues in education.
- ___ The University Supervisor added to my knowledge of teaching.
- ___ The University Supervisor acted professionally at all times.
- ___ The University Supervisor showed respect and caring for all individuals.
- ___ I would recommend this University Supervisor to other Apprentice Teachers.

Additional Comments:

Please be aware that this presentation is just the first step in helping Apprentice Teachers to secure a good fit in a fieldwork assignment, and later, a teaching job. TEP is aware that Apprentice Teachers need more information/guidance, so be assured that more is to follow in your TEP courses and seminar.

Please use care in completing this form because your responses aid us in the planning and design of our presentation each year. Your responses will remain confidential. Thank you.

I am a (check one) **secondary** **elementary**
 art **music** **foreign language** Apprentice Teacher.

Please answer the following statements using this scale: 5 = definitely, 3 = moderately, 1 = not at all.

___ The HR representative provided me with adequate information regarding their district's demographics.

___ The HR representative provided me with adequate information regarding their district's fieldwork assignment opportunities.

___ The HR representative provided me with adequate information regarding their district's employment opportunities.

___ The HR representative provided me with adequate information regarding their district's application procedures.

___ The question/answer time segment was adequate in length.

___ My questions were answered to my satisfaction.

___ Overall, the information provided was valuable in helping me make my decision regarding which metro district I will select to student teach or seek a teaching position.

We know you may have more questions. Please take a minute and write them here:

FIELD EXPERIENCE AND FIELDWORK ASSIGNMENT FORMS

- 2.1 Mentor Teacher Compensation Form**
- 2.2 Field Experience In-School Attendance Form**
- 2.3 Fieldwork assignment In-School Attendance Form**
- 2.4 Winter/Spring Field Experience and Fieldwork Assignment Placement Evaluation Form (by Apprentice Teacher)**
- 2.5 Field Experience and Fieldwork Assignment University Supervisor Evaluation Form (by Apprentice Teacher)**
- 2.6 Memorandum of Understanding for Fieldwork Assignment in Year Round Schools (Tracking)**
- 2.7 Substitute Teaching Policy for the Apprentice Teacher**
- 2.8 Re-Certification Form for Mentor Teacher**

2.1 –Mentor Teacher Compensation Form

Mentor Teacher Compensation

Compensation for serving as a Mentor Teacher for an Apprentice Teacher is \$200. If there are two Mentor Teachers sharing this responsibility, the stipend will be divided equally between them unless directed otherwise.

1st Mentor Teacher: _____

Home Address: _____

Phone number: _____ Email address: _____

2nd Mentor Teacher name: _____

Home Address: _____

Phone number: _____ Email address: _____

Mentor Teacher(s) and Apprentice Teacher: If your school requires that the Apprentice Teacher remains in this placement through the end of the second semester, please place a check-mark here: and indicate the ending date of the placement: _____ . This may extend the fieldwork assignment requirement. Your signature below indicates that this expectation and resulting end date of the placement are understood and agreed upon.

TEP Field Coordinator Date
Signature

TEP Apprentice Teacher Date
Signature

Mentor Teacher Date
Signature

School Administrator Date
Signature

2nd Mentor Teacher Date
Signature

This fieldwork assignment placement will not be considered final until this form is signed as indicated and returned, along with any required payment, to the program office.

2.2 –Field Experience In-School Attendance Form

It is the Apprentice Teacher’s responsibility to return this completed form to the University Supervisor or directly to the program office.

Apprentice Teacher: _____ University Supervisor: _____

Mentor Teacher: _____ School Name: _____

Visit #	Visit Date	Mentor Teacher Signature	Apprentice Teacher Signature
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			
21			
22			
23			



2.3 – Fieldwork assignment In-School Attendance Form

It is the Apprentice Teacher’s responsibility to return this completed form to the University Supervisor or directly to the program office.

Apprentice Teacher: _____

University Supervisor: _____

Mentor Teacher: _____

School Name: _____

Week	M	T	W	R	F	Mentor Teacher Signature	Apprentice Teacher Signature
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							

Just as the evaluation provided by former students has assisted us in selecting your placement, your evaluation will benefit future students. If you were placed in more than one school, or if you had more than one Mentor Teacher, **you will need multiple copies of this form**. Please use care in completing this form. Your responses will remain confidential. Thank you.

Mentor Teacher: _____

School: _____ District: _____

Grade level(s) and subject taught when you were in the classroom: _____

Please answer the following statements using this scale: 5 = definitely, 3 = moderately, 1 = not at all.

_____ The students were usually motivated by lessons or activities.

_____ The students knew what was expected of them.

_____ The Mentor Teachers' pedagogy was such that all students in the class felt as if they could succeed.

_____ The classroom was usually well managed by the Mentor Teacher.

_____ The Mentor Teacher was strong in adapting instruction to meet the needs of a variety of learners.

_____ The Mentor Teacher had strong subject area knowledge.

_____ The Mentor Teacher was strong in the use of standards-based instruction.

_____ The Mentor Teacher seemed professionally motivated.

_____ The Mentor Teacher effectively integrated technology into his/her classroom instruction.

_____ The Mentor Teacher spoke positively about students.

_____ The Mentor Teacher was available when I needed her/him.

___ The Mentor Teacher provided valuable feedback to me.

___ The Mentor Teacher was supportive of my efforts.

___ The Mentor Teacher was a good role model for teaching.

___ The Mentor Teacher was a good role model for learning how to work effectively with parents.

___ The Mentor Teacher was an effective role model in planning and implementing literacy instruction.

___ The Mentor Teacher was an effective role model in planning and implementing numeracy instruction.

Additional Comments:

Please use care in completing this form. Your responses will remain confidential. Thank you.

University Supervisor: _____

Please answer the following statements using this scale: 5 = definitely, 3 = moderately, 1 = not at all.

___ The University Supervisor was available when I needed assistance.

___ The University Supervisor communicated his/her expectations clearly.

___ The University Supervisor demonstrated knowledge of teaching and today's classroom.

___ The University Supervisor gave me supportive feedback.

___ The University Supervisor gave helpful suggestions for improvement.

___ The University Supervisor worked with my Mentor Teacher.

___ The University Supervisor was knowledgeable about the DU Teacher Education Program.

___ The University Supervisor was knowledgeable of current issues in education.

___ The University Supervisor added to my knowledge of teaching.

___ The University Supervisor acted professionally at all times.

___ The University Supervisor showed respect and caring for all individuals.

___ I would recommend this University Supervisor to other Apprentice Teacher's.

Additional Comments:

Guidelines

Occasionally, an Apprentice Teacher applies for and accepts a fieldwork assignment in a school which operates on a year-round (tracking) calendar. If the Mentor Teacher is scheduled to go “off track” during the Apprentice Teacher’s fieldwork assignment, one of the following scenarios will take place:

Possible Scenarios

Case 1. The Mentor Teacher and Apprentice Teacher mutually agree that the Apprentice Teacher will continue his/her placement while the Mentor Teacher is off-track. In this case, the Mentor Teacher will arrange to have the Apprentice Teacher switch to a second Mentor Teacher/class during his/her absence. This arrangement will be finalized before the placement begins. It is understood that both Mentor Teachers will sign the Placement Confirmation form and both will participate in the required in-service.

Case 2. The Mentor Teacher and Apprentice Teacher mutually agree that the Apprentice Teacher will go off-track at the same time as the Mentor Teacher. In this case, the Apprentice Teacher will continue the completion of 13 weeks of fieldwork assignment when the Mentor Teacher returns. As a result, the Apprentice Teacher will complete his/her assignment in June.

Substitute teachers are often in short supply during the second semester. In order to be a useful resource for school districts, the Teacher Education Program at the University of Denver will allow Apprentice Teachers who are completing fieldwork assignment to serve as substitute teachers for a maximum of 5 days during the semester. (Check with your district: some do not allow Apprentice Teachers to substitute during their fieldwork assignment). If substituting, Apprentice Teachers must satisfy the following criteria:

The Apprentice Teacher must hold a current, valid substitute license from the Colorado Department of Education. The Apprentice Teacher must be on the substitute roster of the district requesting these services.**

- The Apprentice Teacher may be a substitute only for the Mentor Teacher to whom he/she is assigned for his/her fieldwork assignment experience.
- The substitute teaching assignment cannot exceed 5 total days of the 13-week fieldwork assignment experience. It is strongly suggested that the substitute teaching assignment not be more than 2 consecutive days. Apprentice Teachers may accept additional substitute teaching assignments during breaks and off-track intermissions.

The Apprentice Teacher is still responsible for completing the 13 weeks (65 days) of his/her fieldwork assignment experience. The days during which the Apprentice Teacher is serving as the substitute teacher will count as part of the 13 weeks (65 days) fieldwork assignment experience. Under no circumstance will a Apprentice Teacher be allowed to miss a day in his/her fieldwork assignment experience in order to be a substitute for a different teacher or at another site or district.

If the Mentor Teacher must address school or district business matters and does so within the building, the following procedures are recommended:

- If a substitute would normally be requested for this situation, that substitute should be requested to act in the stead of the Mentor Teacher and be there for the Apprentice Teacher, even if the Apprentice Teacher has assumed full classroom duties. If the Apprentice Teacher is on the active substitute rolls of the district, it is permissible (according to policy stated above) for the Apprentice Teacher to be requested as the substitute and be paid for that day.
- If a substitute would normally not be requested for this situation, and the Apprentice Teacher has full responsibility for the classroom, the Mentor Teacher needs to be readily available and within easy access for the Apprentice Teacher.

- If the Mentor Teacher will not be readily available, a substitute should be requested. It is not permissible for another teacher in the building to “check from time to time” on the Apprentice Teacher.

**If your district has a “Request Only” policy, be sure to request this status during the time in which you are doing your fieldwork assignment.

2.8 – Re-Certification Credit Form

This form is a sample only. An official re-certification credit form will be mailed to the Mentor Teacher at the end of spring quarter.

This form is provided for you as a record of your service as a Mentor Teacher for a University of Denver Teacher Education Program Apprentice Teacher during the 2011-2012 academic year. The University of Denver does not grant academic credit for your work, but this form may be submitted to the Colorado Department of Education along with other documents for re-certification.

Mentor Teacher:	Ms. Mentor Teacher
Host School:	Super Star High School
Apprentice Teacher:	DU Apprentice Teacher.

This is to confirm that the above-mentioned individual has earned the equivalent of one hour of credit towards re-certification by serving as Mentor Teacher for a student in the University of Denver's Teacher Education Program. The placement was at least 13 weeks in duration.

TEP Director
Teacher Education Program
Morgridge College of Education
University of Denver

OBSERVATION AND ASSESSMENT FORMS

- 3.1 Apprentice Teacher Observation/Evaluation Form Reference Guide**
- 3.2 University Supervisor Visitation Report Form**
- 3.3 Apprentice Teacher Observation/Evaluation Form Reference Guide with Item Description—SAMPLE**
- 3.4 Apprentice Teacher Observation/Evaluation Form**

3.1 Apprentice Teacher Observation / Evaluation Form Reference Guide

This document is a reference guide to the Apprentice Teacher Observation/Evaluation Form for Mentor Teachers, Apprentice Teachers, and University Supervisors. Included in this reference guide are directions for filling out the form, and descriptions of what each item might look like when a Apprentice Teacher has achieved proficiency (P) or advanced (A). If you have questions that are not clearly answered by this reference guide, please contact the University Supervisor.

Directions

The University Supervisor will fill out the Apprentice Teacher Observation/Evaluation Form to reflect formal observations in the field, journal entries. In the fall, the Apprentice Teacher should have scored at least at a basic level (B) on each item, and in some areas achieved at the developing (D) level.

At the end of the first placement or mid-way for Elementary candidates, the University Supervisor will again fill out the Apprentice Teacher Observation/Evaluation Form based on formal observations, conversations with the Mentor Teacher, journal entries. A copy of the written evaluation will be provided to the Apprentice Teacher and Mentor Teacher at the beginning of spring quarter. These copies will be referred to by the University Supervisor, Apprentice Teacher, and Mentor Teacher during future conferences when discussing the Apprentice Teacher's progress in fieldwork assignment. At this point, the Apprentice Teacher should have scored at least a developing (D) on all items.

Prior to winter Quarter placement switch, the Apprentice Teacher and the Mentor Teacher will individually review each item on the Apprentice Teacher Observation/Evaluation Form and indicate how the Apprentice Teacher scores. It is strongly suggested that the Apprentice Teacher and Mentor Teacher refer to the item description section of this reference guide when filling out the form. The item description lists what performances constitute proficiency and advanced proficiency. Questions that cannot be answered by the item description should be directed to the University Supervisor. Each item for which the Apprentice Teacher receives a proficient (P) or advanced (A) score requires evidence to be documented as such. The Apprentice Teacher and Mentor Teacher are required to list at least 2 examples of the Apprentice Teacher's demonstrated proficiency or advanced proficiency on each item.

Prior to the final triad conference, the Apprentice Teacher and Mentor Teacher will again individually review each item on the Apprentice Teacher Observation/Evaluation Form and indicate how the Apprentice Teacher scores. Evidence must be documented for each item that the Apprentice Teacher scores a proficient (P) or advanced (A). At the final triad conference, the Apprentice Teacher, Mentor Teacher, and University Supervisor again discuss the progress made by the Apprentice Teacher. The agreed upon score will be recorded on the University Supervisor's form. If agreement cannot be reached, the University Supervisor will make the final decision on scoring. Each person will sign on the appropriate line on the cover of the University Supervisor's form.

Apprentice Teacher: _____ Date: _____

School: _____ Mentor Teacher: _____ Grade/Subject: _____

AREAS OF OBSERVATION

I. Management II. Instructional Presentation III. Planning/Assessment IV. Knowledge of Content V. Rapport & Communication
VI. Professional Behavior

Observation:

Strengths: _____

Suggestions: _____

Visit # _____ **Date of next visit:** _____

University Supervisor Signature _____ **Apprentice Teacher Signature:** _____

SAMPLE

Apprentice Teacher: Apprentice Teacher Campus University Supervisor: Suzanne Thompson

The form is intended to be a running record of the Apprentice Teacher’s field experiences during the Teacher Education Program.

Directions:

- The original copy of the completed document, including this cover sheet, will be submitted to the TEP office following the final triad at the end of spring quarter. A photocopy of this document, accompanied by the appropriate, completed rubric, will be placed in the Apprentice Teacher’s TWS (teacher work sample).
- Level of proficiency demonstrated by Apprentice Teacher will be indicated within the tables I. through VI. by entering the date that the Apprentice Teacher was observed to be at basic, developing, proficient or advanced (scoring guide to follow below). Each date entry must be accompanied by a statement of evidence within the corresponding evidence column. For example:

I. MANAGEMENT

B	D	P	A	Performance Standard	A. Teacher Presence
		11/1/04		5.1	Voice <i>Evidence:</i> Uses voice tone and level to communicate effectively with students.

Campus University Supervisor, Mentor Teacher, and Apprentice Teacher signatures are required in the appropriate box below at the completion of each field experience conference. Completion of this form, accompanied by all required signatures, documents that the Apprentice Teacher has reached at least the proficient level for his or her observation and fieldwork assignment experience required by the Teacher Education Program. This rating is required in order for this Apprentice Teacher to be recommended to the State of Colorado for the initial teaching license.

Fall Observation Final	Winter Triad – Early January	Mid-term Triad – Week #7	Final Triad – Fieldwork assignment
Date: November 22, 2008	Date: January 10, 2010	Date: April 4, 2010	Date: May 22, 2010
University Supervisor: _____	University Supervisor: _____ Coop Teacher: _____	University Supervisor: _____ Coop Teacher: _____	University Supervisor: _____ Coop Teacher: _____

Apprentice Teacher: _____	Apprentice Teacher: _____	Apprentice Teacher: _____	Apprentice Teacher: _____
---------------------------	---------------------------	---------------------------	---------------------------

Scoring Guide: Observation/evaluation is designed to assess proficiency in each of the standards included in the Performance-Based Standards for Colorado Teachers using the following:

Basic—the Apprentice Teacher is introduced to the standard and demonstrates a basic level of knowledge and understanding. The Apprentice Teacher has not yet had the opportunity to apply the standard in a college classroom or field setting.

Developing—*the Apprentice Teacher demonstrates an increasing knowledge and understanding of the standard. He or she is able to begin demonstrating, with assistance, the standard in a field setting or college classroom, and to evaluate, with assistance, the success of the teaching performance.*

Proficient—the Apprentice Teacher demonstrates substantial knowledge and understanding of the standard. The Apprentice Teacher demonstrates the ability to apply the standard in a field setting, and to assess student learning and evaluate teaching performance. This is the level expected of well-prepared teachers who are beginning their first year of teaching.

Advanced—*the Apprentice Teacher demonstrates comprehensive knowledge and understanding of the standard; can consistently apply the standard in a field setting; can skillfully integrate it into an overall lesson; and critically evaluate student learning and teaching effectiveness in order to guide subsequent instruction.*

I. MANAGEMENT

B	D	P	A	Performance Standards	A. Teacher Presence
	10/5	2/8	4/11 5/1	5.1	Voice <i>Evidence: TC read the story with good voice expression that added to the enjoyment of the story. TC used a quiet voice effectively to emphasize what she was doing and what she wanted students to hear. Her use of voice and expression spark interest in her students and they practically hang on her every word. Her voice tone is appropriate for all situations.</i>
	10/17	1/30		5.1	Enthusiasm <i>Evidence: TC read the book with increasing enthusiasm as the story peaked to increase the excitement of the children about the story. They were allowed to participate at certain places in the story.</i>

			4/11 5/1		<p>Since this lesson did not allow TC to show the pictures in the book, she was particularly artful in reading the story with a wonderfully animated voice and expression.</p> <p>TC is so enthusiastic that her zest for teaching translates into engagement for learning by her students. She gets excited when the students accomplish their objectives and goals. She lets them know she is proud of them.</p>
	10/5	1/30	4/11	8.2, 8.4	<p>Movement</p> <p><i>Evidence:</i> TC moved around the room assisting students as needed.</p> <p>TC visits with each group of students as they work or with individuals to ensure that their learning is on-task and moving ahead with regard to their performance.</p> <p>TC and the teacher moved between the three groups listening to them read and asking comprehension questions. TC asked students about their mental images as she met with each group to promote application of the skill just taught.</p>
	1/11		5/1	5.1, 5.2	<p>Awareness of all students</p> <p><i>Evidence:</i> TC called on boys and girls equally to respond during the lesson.</p> <p>Students are greeted personally everyday.</p>
	10/17	2/8 5/1		8.2, 8.4	<p>Self-confidence</p> <p><i>Evidence:</i> Although this was an intermediate classroom, TC displayed good confidence when teaching the lesson. TC is not afraid to ask for clarity in content or how to teach certain objectives.</p> <p>TC demonstrates good confidence from the beginning to the end of each lesson.</p> <p>She is familiar with the classroom routines and procedures and makes appropriate instructional and management decisions.</p>
B	D	P	A	Performance Standards	B. Classroom environment conducive to learning
	10/17	2/8 4/27 5/1		5.1, 5.2, 5.3 8.2	<p>Effectively implements management techniques</p> <p><i>Evidence:</i> TC thanks students for using appropriate behaviors with specific praise ('thank you for raising your hand to speak, etc.)</p> <p>When one student needed to be redirected after several warnings, TC did not hesitate to take appropriate action to move him back to his seat to minimize his disruptive behavior. However, when he had settled down she invited him to participate after demonstrating appropriate behavior.</p> <p>TC uses a variety of techniques to maintain a positive classroom environment.</p> <p>TC has implemented successfully the management routines and rituals that were established in the classroom prior to her teaching.</p>
	1/11	1/30		5.1, 5.2 8.2	<p>Establishes clear classroom rules and behavioral expectations</p> <p><i>Evidence:</i> Students came in first thing in the morning and began the day by putting down their chairs, getting out their penmanship papers, and beginning to work while TC greeted students and visited with them briefly to start their day.</p> <p>TC did an excellent job of stating explicit expectations for student behavior during the read aloud and also when students went back to</p>

		4/27 5/1			<p>their desks. In each case she presented what they sometimes do and what she wants them to do instead (i.e. raise a thumb instead of waving their hand and calling out, draw pictures instead of write, draw their own unique picture based on their brain and their thinking instead of something their neighbor draws.)</p> <p>This type of lesson necessitates the movement of students around the room for a short time, but TC structured it well and her expectations for their behavior while they were searching out an object in the room were clearly stated and reinforced. Although the students tested her, TC was clear and fair with all students.</p>
		2/8 4/11	5/1	5.1, 5.2, 5.3	<p>Requires students to be on task</p> <p><i>Evidence:</i> TC expects students to be on task whether they are working as a whole group, small group or individuals. When necessary she provides reminders about appropriate behaviors or removes students from the group until they settle down and stop disrupting the learning of others.</p> <p>Students were allowed to lie on the floor with their eyes closed while they formed mental images. Yet when it was time to discuss, TC had them sit up and participate in the discussion.</p> <p>TC is consistent in her expectations that students remain on-task.</p>
		4/27 5/1		5.1, 5.2, 5.3	<p>Uses effective nonverbal strategies</p> <p><i>Evidence:</i> TC uses ‘123 eyes on me, 12 eyes on you’ effectively to gain student attention without increasing the volume in the classroom.</p> <p>TC uses visual and eye contact to refocus students when they are off task.</p>
	10/17	2/8 4/27	5/1	5.1, 5.2, 5.3 8.1, 8.2	<p>Affirms the dignity and worth of all students</p> <p><i>Evidence:</i> TC demonstrates genuine appreciation for the contribution of all students to a lesson.</p> <p>TC frequently comments to students that she loves that they have things in their mind and she knows that each of them does.</p> <p>TC uses specific praise and compliments to encourage students and reward their efforts.</p>
	11/5	5/1		5.1	<p>Effectively utilizes classroom time</p> <p><i>Evidence:</i> TC is very thorough in her approach to lessons and sometimes spends more time than necessary to ensure student success. This is an area that TC has worked on and learned how to shorten lessons to be more appropriate for all students.</p>
		2/8 5/1		1: 1.1, 2.1, 3.1 3.1, 5.7	<p>Demonstrates effective organization and preparation</p> <p><i>Evidence:</i> TC had planned well for this lesson and anticipated how students might respond to her questions. She followed the Everyday Math model for her instruction well.</p> <p>TC has collected many books on different topics for literacy. Her lesson plans are organized and written in a plan book.</p>

		4/27	5/1	5.1, 5.2, 5.3 8.1, 8.2	<p>Establishes positive relationships among students</p> <p><i>Evidence:</i> TC commented that she really likes that one student is saying that another classmate is giving him a strong mental image. TC has used problem solving techniques to help students solve problems among one another.</p>
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Goals/Suggestions for Improvement:

II. INSTRUCTIONAL PRESENTATION

B	D	P	A	Performance Standards	
	10/17	2/8 4/11		3.6 5.1	<p>Clearly communicates expectations and learning objectives</p> <p><i>Evidence:</i> TC set the purpose for this lesson very clearly and revisited that purpose several times during the lesson to keep students focused on what they were learning to do and why. Expectations for behavior and academic work were clearly stated and reinforced throughout the lesson. The routine of lying on the floor with their eyes closed promotes mental imagery. TC instructed students to use thumbs up to indicate when they were forming a mental image as she was reading. The expectation was stated that they should not have their thumb up all the time.</p>
	10/5	1/11 4/11	4/27	1: 1.2, 1.4, 2.4 2: 2.1, 2.2	<p>Clearly presents content</p> <p><i>Evidence:</i> The teaching point was clearly modeled and presented effectively. TC was consistent in following the same sequence of instruction and process all the way through the lesson. Students were involved in the lesson as much as possible, and yet the lesson moved along at a good pace. TC selected a text for this lesson that was conducive to mental imagery. The poems TC selected to share were good examples of what students were asked to do independently. The guided practice using the staple remover was an appropriate model for the task to follow.</p>
	10/5	1/30 2/28		1: 1.2, 1.4, 2.4 2: 2.1, 2.2	<p>Uses examples to illustrate concepts</p> <p><i>Evidence:</i> TC used an excellent personal example of her text to self connection after reading the story and before asking students to write their own connections. As TC talked about mental images, she patted the top of the hat to emphasize that they are in her head. Using the squishy hat to symbolize the process was an excellent strategy. TC used two different non-fiction books for this lesson. One book had pictures and clearly looked more like a non-fiction book because it was about mountain gorillas. The book that was emphasized was about George Washington and had illustrations and text that looked more like a fiction book, but was in fact non-fiction.</p>
				3.4	<p>Varies instructional techniques</p>

	10/17	2/28 5/15		6.1, 6.2, 6.3 7.5	<p><i>Evidence:</i> TC followed an appropriate sequence of instruction and helped students transfer knowledge from one setting to another (i.e. previous activities to this guided learning to independent practice in a fun format.)</p> <p>TC modeled the strategy of flagging points of text to remind her about the story.</p> <p>TC has learned that some concepts need to be re-taught using different methods to insure that students are learning the content. She has learned to check for understanding before sending students to complete independent work.</p>
	10/17	2/8 2/28 4/11 5/15		3.4 6.1, 6.2, 6.3	<p>Adapts and differentiates instruction for all learners</p> <p><i>Evidence:</i> TC provided multiple opportunities for students to learn different ways to represent a number through oral presentation, group work and a fun activity that had these second graders moving purposefully around the room.</p> <p>When students demonstrated higher content knowledge TC tried to extend their thinking and when they struggled, she would scaffold instruction to support their learning.</p> <p>TC made notes on the white board as she discussed the book with children to assist visual learners.</p> <p>Writing the results of each fraction distribution on the white board supported student learning by giving them a visual reference as well.</p> <p>Some evidence of this is used. I would like to see more varying of instruction to meet all needs.</p>
	10/5 10/17	2/28 4/11		1: 1.2, 1.4, 2.4 2: 2.1, 2.2 6.1	<p>Makes content relevant to students</p> <p><i>Evidence:</i> TC gave a personal example of her 'no good, very bad day' to strengthen the point of the story and make it more meaningful for the students.</p> <p>TC provided real fruit for students to experience with their senses as a stimulus for a descriptive writing assignment. Simulated postcards were also provided to establish a purpose for writing strong descriptive sentences.</p> <p>It was an appropriate closure activity to return students to the group on the carpet and have a final discussion about main character and main idea using their books as the reference point.</p> <p>Collecting such a wide variety of poetry books was appropriate so that every child could find a book that interested them. Learning increases when good models are provided for students.</p>
		4/1		7.1, 7.2, 7.5	<p>Uses technology to support instruction</p> <p><i>Evidence:</i></p> <p>TC has used the internet to gather ideas and lesson plans to implement in her lessons.</p>
	1/11		5/1	3.6 5.9	<p>Provides effective verbal and written feedback that shapes improvement in student performance on content standards</p> <p><i>Evidence:</i> Students were coached or praised for their effort appropriately in order to improve performance.</p> <p>TC demonstrates strength in this area as she praises and encourages students to perform.</p>

Goals/Suggestions for Improvement:

III. PLANNING/ASSESSMENT

B	D	P	A	Performance Standards	
	1/11	1/30 5/16		1: 1.2, 1.3, 1.4, 2.1, 2.3, 2.4, 3.2, 3.3, 3.4, 3.5 2: 2.1, 2.2 3: 3.1, 3.7, 3.8 4: 4.1, 4.2, 4.4 7.1	<p>Gears lessons to content standards</p> <p><i>Evidence:</i> TC includes the appropriate content standard in her lesson plans that she will be addressing for any given lesson. The content standard for each lesson is included in TC's written lesson plans and clearly communicated to students even though it is not stated in formal language. TC selected an appropriate science standard to conduct an observation experiment on laying liquids.</p>
	1/11	1/30		1: 1.1, 2.1, 3.1	<p>Uses assessment to determine direction and level of instruction</p> <p><i>Evidence:</i> TC monitored her instruction and student understanding and made an adjustment in the course of teaching that was not indicated in her lesson plan, demonstrating good teacher observation and judgment. TC checks on student learning through daily conferences in which she expects students to use and be able to articulate the skill that was just taught. This forms the basis for anecdotal notes on each child's progress.</p>
		5/15		3.1, 5.9	<p>Submits competent weekly and daily lesson plans to Mentor Teacher</p> <p><i>Evidence:</i> TC wrote lessons in the lesson book provided by the school.</p>
	2/8	5/15		3.3, 7.4	<p>Uses a variety of assessment techniques</p> <p><i>Evidence:</i> Use of slates and markers during the guided practice portion of this math lesson allowed TC to review and assess student understanding of the concept. TC is very concerned that the students are making progress. She helped with end of unit math assessments and I shared the end of year reading scores with her.</p>
	10/17	5/16		3.8 4.3 5.4, 5.4 7.2	<p>Includes opportunities for higher level thinking</p> <p><i>Evidence:</i> TC modeled possible responses for the task as well as encouraged students to create their own models. The purposeful transfer of learning from using a poet's eyes to see ordinary things in a different way, to having a scientist's eyes as an observer was an excellent strategy to promote higher level thinking by the students.</p>
				3.1	<p>Provides written lesson plans to University Supervisor on observation days</p>

	10/17	2/8	4/27	5.9	<p><i>Evidence:</i> TC creates well developed lesson plans that contain all the components essential to teaching success. Lesson planning continues to be one of TC's strengths. The detailed plans she writes for observations are complete, thoughtful and effectively implemented.</p> <p>TC takes her responsibilities seriously and always has lesson plans prepared in advance. On the day of the lesson if changes need to be made based on student progress, then TC is comfortable adjusting her plans accordingly.</p>
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Goals/Suggestions for Improvement:

IV. KNOWLEDGE OF CONTENT

B	D	P	A	Performance Standards	
	1/11	1/30 2/28 4/11 5/1 5/16		1: 1.1, 2.1, 1.3, 1.4, 2.2, 2.3, 2.4, 3.4, 3.5 2: 2.1, 2.2 4.1, 4.2, 4.3, 4.4 5.4	<p>Demonstrates adequate knowledge of subject matter</p> <p><i>Evidence:</i> TC included rules for capitals and apostrophes when they were needed during the spelling lesson. TC is very skillful in teaching students how to create and refine mental images as they read. She uses a variety of strategies to achieve this goal.</p> <p>TC wrote a very detailed lesson plan that demonstrated a thoughtful approach to teaching main character and main idea in both fiction and non-fiction books.</p> <p>For instructional purposes using the pennies to divide money into fractional parts was a great strategy. By selecting twelve pennies it provided the greatest number of possibilities that were grade appropriate for this age student. The students love to get involved in the activity and increasing the number of parts each time was a good way for them to grasp that the more parts you have, the smaller each part becomes.</p> <p>TC presented clear lessons that were appropriate for first grade.</p> <p>TC conducted a science experiment on layering liquids of different viscosity that really engaged the students and required their powers of observation. She provided a good variety of liquids with which to conduct the experiment.</p>

	10/17	1/30 4/11 4/19 5/1		1: 1.1, 2.1, 3.1 3: 3.3, 3.4, 3.5	<p>Makes use of student prior knowledge</p> <p><i>Evidence:</i> TC began the math lesson by reviewing a previous lesson that students had done using a rule box. Students were given the opportunity to share some fact families as a way to review what had been previously learned, before moving into the new material for this math lesson.</p> <p>A focus on the five senses evokes connections to personal experiences which all children have had. This was an effective way to engage students in the mental imagery lesson which followed.</p> <p>TC activated prior knowledge before starting her lesson on fractions by using a student and an example of dividing a pizza which is a common experience for most kids.</p>
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Goals/Suggestions for Improvement:

V. RAPPORT AND COMMUNICATION

B	D	P	A	Performance Standards	
		2/8	5/1	5.1 8.1, 8.2	<p>Establishes positive relationship with students</p> <p><i>Evidence:</i> TC consistently uses positive comments and praise to encourage and reward students for their efforts. For example, she said, "Joseph, tell me before your arm falls off", "I can tell you have really been listening", and "I like the way you are thinking", etc. We use positive reinforcement regularly and TC has continued to implement that as a management strategy.</p>
			5/1	5.6 6.5	<p>Becomes an effective and integral part of the instructional team</p> <p><i>Evidence:</i> TC has attended staff and grade level meetings and provided feedback as appropriate.</p>
			5/1	5.8, 5.9	<p>Has a positive relationship and works collaboratively with the classroom teacher</p> <p><i>Evidence:</i> TC has been willing to learn and grow as an educator using feedback from me to become a better teacher. She will strengthen any staff she joins.</p>
			5/15	5.8, 5.9	<p>Communicates with parents to maximize student success</p> <p><i>Evidence:</i> TC attended parent/teacher conferences and has conversations with parents before and after school.</p>

			5/1	5.6, 5.9	<p>Communicates effectively with team members and school staff</p> <p><i>Evidence:</i> TC participated in grade level meetings and staff meetings.</p>
	10/17	2/8	4/27	5.9	<p>Communicates effectively with University Supervisor</p> <p><i>Evidence:</i> TC is eager to learn and improve her teaching techniques. She always asks for ways to improve even when lessons are done well.</p> <p>TC is becoming more reflective about her own teaching and is beginning to articulate strengths and areas for growth that are focused and developmentally appropriate as a new teacher.</p> <p>TC has shared questions and concerns in a positive manner and demonstrated that she can conduct herself as a professional educator in a variety of settings and situations.</p>

Goals/Suggestions for Improvement:

VI. PROFESSIONAL BEHAVIOR

B	D	P	A	Performance Standards	
	10/17		4/27	5.1 8.5	<p>Is on time, reliable and meets his/her obligations</p> <p><i>Evidence:</i> TC is on time and prepared to participate fully in the day's activities. She seeks opportunities to be involved with the students in the classroom.</p> <p>TC is always fully present in the classroom and engaged with the children. She does not let distractions in the room take away from her responsibilities to the students.</p>
		5/15		5.8, 5.9 8.3	<p>Interacts professionally with colleagues, students and parents</p> <p><i>Evidence:</i> TC engages in informal parent/teacher conferences before and after school. She has interacted positively with a classroom volunteer who also went through TEP.</p>
		5/1		8.3	<p>Responds positively to suggestions and incorporates ideas from other professionals</p> <p><i>Evidence:</i> TC invited the principal into the room to observe her teaching and had a post conference to review her lesson.</p>

		1/11	5/15	8.4	<p>Exhibits professional appearance and demeanor</p> <p><i>Evidence:</i> TC is always dressed appropriately and conducts herself in a very professional manner. TC has maintained her professional demeanor throughout her fieldwork assignment experience.</p>
			5/15	8.5	<p>Adheres to professional boundaries of Apprentice Teachers guest status in school</p> <p><i>Evidence:</i> TC understands her role as the student teacher in the classroom and school.</p>

Goals/Suggestions for Improvement:

VII. GENERAL COMMENTS:



Apprentice Teacher: _____

University Supervisor: _____

The form is intended to be a running record of the Apprentice Teacher’s field experiences during the Teacher Education Program.

Directions:

- The original copy of the completed document, including this cover sheet, will be submitted to the TEP office following the final triad at the end of spring quarter. A photocopy of this document, accompanied by the appropriate, completed rubric, will be placed in the Apprentice Teacher’s TWS (teacher work sample).
- Level of proficiency demonstrated by Apprentice Teacher will be indicated within the tables I. through VI. by entering the date that the Apprentice Teacher was observed to be at basic, developing, proficient or advanced (scoring guide to follow below). Each date entry must be accompanied by a statement of evidence within the corresponding evidence column. For example:

I. MANAGEMENT — SAMPLE

B	D	P	A	Performance Standard	A. Teacher presence
		11/1/04		5.1	Voice Evidence: Uses voice tone and level to communicate effectively with students.

Campus University Supervisor, Mentor Teacher, and Apprentice Teacher signatures are required in the appropriate box below at the completion of each field experience conference. Completion of this form, accompanied by all required signatures, documents that the Apprentice Teacher has reached at least the proficient level for his or her observation and fieldwork assignment experience required by the Teacher Education Program. This rating is required in order for this Apprentice Teacher to be recommended to the State of Colorado for the initial teaching license.

Fall Observation Final	Winter Triad	Mid-term Triad	Final Triad – Fieldwork assignment
Date:	Date:	Date:	Date:
University Supervisor: _____	University Supervisor: _____	University Supervisor: _____	University Supervisor: _____
Apprentice Teacher: _____	Coop Teacher: _____	Coop Teacher: _____	Coop Teacher: _____
	Apprentice Teacher: _____	Apprentice Teacher: _____	Apprentice Teacher: _____

Scoring Guide: Observation/evaluation is designed to assess proficiency in each of the standards included in the Performance-Based Standards for Colorado Teachers using the following:

Basic—the Apprentice Teacher is introduced to the standard and demonstrates a basic level of knowledge and understanding. The Apprentice Teacher has not yet had the opportunity to apply the standard in a college classroom or field setting.

Developing—the Apprentice Teacher demonstrates an increasing knowledge and understanding of the standard. He or she is able to begin demonstrating, with assistance, the standard in a field setting or college classroom, and to evaluate, with assistance, the success of the teaching performance.

Proficient—the Apprentice Teacher demonstrates substantial knowledge and understanding of the standard. The Apprentice Teacher demonstrates the ability to apply the standard in a field setting, and to assess student learning and evaluate teaching performance. This is the level expected of well-prepared teachers who are beginning their first year of teaching. Support documentation is required for this rating.

Advanced—the Apprentice Teacher demonstrates comprehensive knowledge and understanding of the standard; can consistently apply the standard in a field setting; can skillfully integrate it into an overall lesson; and critically evaluate student learning and teaching effectiveness in order to guide subsequent instruction. Support documentation is required for this rating.

I. MANAGEMENT

B	D	P	A	Performance Standard	A. Teacher presence
				5.1	Voice Evidence:
				5.1	Enthusiasm Evidence:
				8.2, 8.4	Movement Evidence:

				5.1, 5.2	Awareness of all students Evidence:
				8.2, 8.4	Self-confidence Evidence:
B	D	P	A	Performance Standard	B. Classroom environment conducive to learning
				5.1, 5.2, 5.3 8.2	Effectively implements management techniques Evidence:
				5.1, 5.2 8.2	Establishes clear classroom rules and behavioral expectations Evidence:
				5.1, 5.2, 5.3	Requires students to be on task Evidence:
				5.1, 5.2, 5.3	Uses effective nonverbal strategies Evidence:

				5.1, 5.2, 5.3 8.1, 8.2	Affirms the dignity and worth of all students Evidence:
				5.1	Effectively utilizes classroom time Evidence:
				1.1, 2.1, 3.1, 5.7	Demonstrates effective organization and preparation Evidence:
				5.1, 5.2, 5.3 8.1, 8.2	Establishes positive relationships among students Evidence:

Goals/Suggestions for improvement in management:

II. INSTRUCTIONAL PRESENTATION

B	D	P	A	Performance Standards	
				3.6, 5.1	Clearly communicates expectations and learning objectives Evidence:
				1.2, 1.4, 2.1, 2.2, 2.4	Clearly presents content Evidence:
				1.2, 1.4, 2.1, 2.2, 2.4	Uses examples to illustrate concepts Evidence:
				3.4, 6.1, 6.2, 6.3, 7.5	Varies instructional techniques Evidence:
				3.4, 6.1, 6.2, 6.3	Adapts and differentiates instruction for all learners Evidence:

B	D	P	A	Performance Standards	
				1.2, 1.4, 2.1, 2.2, 2.4, 6.1	Makes content relevant to students Evidence:
				7.1, 7.2, 7.5	Uses technology to support instruction Evidence:
				3.6, 5.9	Provides effective verbal and written feedback that shapes improvement in student performance on content standards Evidence:

Goals/Suggestions for improvement in instructional presentation:

III. PLANNING/ASSESSMENT

B	D	P	A	Performance Standards	
				1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.7, 3.8, 4.1, 4.2, 4.4, 7.1	Gears lessons to content standards Evidence:
				1.1, 2.1, 3.1	Uses assessment to determine direction and level of instruction Evidence:
				3.1, 5.9	Submits competent weekly and daily lesson plans to Mentor Teacher Evidence:
				3.3, 7.4	Uses a variety of assessment techniques Evidence:
				3.8, 4.3, 5.4, 7.2	Includes opportunities for higher level thinking Evidence:
				3.1, 5.9	Provides written lesson plans to University Supervisor on observation days Evidence:

Goals/Suggestions for improvement in planning and assessment:

IV. KNOWLEDGE OF CONTENT

B	D	P	A	Performance Standards	Evidence:
				1.1, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 5.4	Demonstrates adequate knowledge of subject matter Evidence:
				1.1, 2.1, 3.1, 3.3, 3.4, 3.5	Makes use of student prior knowledge Evidence:

Goals/Suggestions for improvement in knowledge of content:

V. RAPPORT AND COMMUNICATION

B	D	P	A	Performance Standards	
				5.1, 8.1, 8.2	Establishes positive relationship with students Evidence:
				5.6, 6.5	Becomes an effective and integral part of the instructional team Evidence:
				5.8, 5.9	Has a positive relationship and works collaboratively with the classroom teacher Evidence:
				5.8, 5.9	Communicates with parents to maximize student success Evidence:
				5.6, 5.9	Communicates effectively with team members and school staff Evidence:
				5.9	Communicates effectively with University Supervisor Evidence:

Goals/Suggestions for Improvement in rapport and communication:

VI. PROFESSIONAL BEHAVIOR

B	D	P	A	Performance Standards	
				5.1, 8.5	Is on time, reliable and meets his/her obligations Evidence:
				5.8, 5.9, 8.3	Interacts professionally with colleagues, students and parents Evidence:
				8.3	Responds positively to suggestions and incorporates ideas from other professionals Evidence:
				8.4	Exhibits professional appearance and demeanor Evidence:
				8.5	Adheres to professional boundaries of Apprentice Teachers guest status in school Evidence:

Goals/Suggestions for Improvement in professional behavior:

VII. GENERAL COMMENTS:

4.1 PERFORMANCE-BASED STANDARDS FOR COLORADO TEACHERS ADOPTED 1/13/00

The following shall serve as standards for the licensing of all teacher education Apprentice Teachers in Colorado and reflect the knowledge and skills required of beginning teachers.

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

The teacher has demonstrated the ability to:

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

Standard Two: Knowledge of Mathematics: The teacher shall be knowledgeable about mathematics and mathematics instruction.

The teacher has demonstrated the ability to:

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

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

The teacher has demonstrated the ability to:

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

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

The teacher has demonstrated the ability to:

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

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

The teacher has demonstrated the ability to:

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

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

The teacher has demonstrated the ability to:

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

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

The teacher has demonstrated the ability to:

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

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

The teacher has demonstrated the ability to:

- 8.1 Model and articulate the democratic ideal to students, including:
 - The school's role in developing productive citizens.
 - The school's role in teaching and perpetuating the principles of a democratic republic.

- 8.2 Model, and develop on the part of the students, positive behavior and respect for the rights of others, and those moral standards necessary for personal, family and community well-being.

- 8.3 Understand and respond to influences on educational practice including:
 - Federal and state constitutional provisions.
 - Federal executive, legislative and legal influences.
 - State roles of the governor, legislature and State Board of Education.
 - Local school districts, boards of education and boards of cooperative educational services.
 - Non-traditional and non-public schools, including: charter schools, religious schools and home schooling.
 - Public sector input from business, advocacy groups, and the public.

- 8.4 Promote teaching as a worthy career and describe various career paths in education, including local, state, national, and international options, higher education, public and private education.

- 8.5 Evaluate his/her own performance and access the professional development options necessary to improve that performance.