



CURRICULUM AND INSTRUCTION

Teacher Education Program

Field Experience and Student Teaching Handbook

2009-2010

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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. Teacher candidates complete 800 hours (100 days) of closely supervised field experiences in the fall, winter, and spring quarters. The field experiences are designed to help teacher candidates observe and understand the fundamentals of practice, and to gradually assume full responsibility for classroom teaching during the student teaching experience. Teacher candidates receive regular informal and formal assessment of their developing practice throughout the year.

PROGRAM STRUCTURE

Teacher candidates are organized into cohorts and meet weekly 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. Supervisors are experienced educators who are recognized for their excellent classroom practice. Supervisors observe/visit individual teacher candidates at their observation sites at least 12 times over the course of the year and facilitate weekly seminar meetings of the cohort.

PROGRAM TIMELINE

Fall Field Experience

Teacher candidates are required to complete 12 observation and teaching days in diverse, urban, public school classrooms in the Denver metro area during the fall field experience.

Candidates schedule one fixed day each week (Tuesday, Wednesday, or Thursday) during fall quarter between the end of August and mid-November. (Exact dates are posted in the program calendar each year). They will fill in with two more days to complete the placement. In order for candidates to experience a broad understanding of the age groups covered by each endorsement level, the 12 days are divided as follows:

- Elementary candidates: 6 days primary/6 days intermediate.
- Secondary candidates: 6 days middle school/6 days high school.
- K-12 art/music/foreign language candidates: 4 days elementary/4 days middle school/4 days high school.

Winter/Spring Field Experience

Teacher candidates are required to complete 23 days observing and supporting the cooperating teacher during the winter field experience. The winter placement occurs in the classroom where the teacher candidate will later engage in formal student teaching. Candidates will spend approximately four consecutive days during each of the six weeks. Teacher candidates will schedule these days in consultation with their cooperating teacher in order to maximize his/her learning experience.

Student Teaching

Teacher candidates are required to complete at least 13 weeks of full-time (Monday through Friday) student teaching (not including spring break) between mid February until mid-May OR until the close of the host school's second semester, whichever is agreed to when the placement is confirmed. At least 8 of the 13 weeks must be independent practice. Teacher candidates will also complete their Teacher Work Sample (TWS) during the spring quarter student teaching experience.

SCHOOL AND UNIVERSITY RELATIONSHIP

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

Fall Field Experience

Our commitment to ensuring that our candidates have a basic understanding of Colorado's most diverse students and classrooms is reflected in our practice of placing all teacher candidates in culturally diverse classrooms for the fall field experience. While candidates are limited to urban schools, they may request a particular quadrant of the city for their placement.

Winter/Spring Field Experience

Teacher candidates may request a particular district, grade level, and occasionally, a particular school for their winter/spring field experience. While there are no guarantees, every effort is made to place teacher candidates in accordance with his/her request.

Everyone Benefits

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

PLACEMENT PROCESS AND POLICIES

Arrangements for both the fall and winter/spring field placements are made exclusively by the TEP placement coordinators. It is standard practice for field placements to be made at schools within the Denver metro area.

Placement Process

Criteria for Cooperating Teacher

A cooperating 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 teacher candidate's incorporation of technology;
- be a willing, supportive and competent mentor to a teacher candidate;
- support the teacher candidate 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 Teacher Candidate with a Cooperating Teacher

The process for finding a good fit between the cooperating teacher and the teacher candidate in the winter/spring field student teaching experience is as follows:

- The teacher candidate requests a placement and is approved for student teaching.
- The teacher candidate indicates the grade level/subject, district, and individual school preferences on the Winter/Spring Field Experience and Student Teaching Placement Request Form.
- The placement coordinator recommends the teacher candidate to a district/school for consideration.
- The district/school, through the Human Resources office or Principal, responds as to whether or not it has an interested and qualified cooperating teacher.
- The teacher candidate, prospective cooperating 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 teacher candidate, cooperating teacher, school administrator and the TEP placement coordinator sign the Student Teaching Placement Confirmation Form making the placement official.

The teacher candidate and cooperating teacher agree to attend the same inservice session.

Student Teaching Placement Change

Occasionally, in spite of the efforts to make a good match between the TEP teacher candidate and the cooperating teacher, one or both parties may feel uncomfortable with the placement. If

the teacher candidate or cooperating teacher believes he/she is in an unacceptable placement, it is the responsibility of either the teacher candidate or cooperating teacher to contact the university supervisor, who in turn will contact the placement coordinator. 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 student teaching placement. If a decision is made to end the student teaching placement, all parties will take part in an exit conference.

The placement coordinator will consult with the teacher candidate and the TEP director to make every effort to locate a second student teaching placement as soon as possible. The normal process for placement will be followed for securing the second student teaching assignment. If this second student teaching assignment is not successful, the teacher candidate, the TEP director, the placement coordinator, and university supervisor will meet to consider the candidate's future in the program.

Field Experience Policies

Placement Exception

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

Professionalism

All candidates 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. Teacher candidates are expected to dress professionally at all times during field experiences and student teaching.

Attendance Guidelines

Teacher candidates are responsible for obtaining the cooperating teacher's signature on the appropriate attendance form for every field day/week each quarter. Teacher candidates are required to return attendance forms to the program office when the placement is completed. Candidates are not considered to have completed TEP until all attendance forms are recorded and in the candidates' file.

Teacher candidates who must be absent during either placement must notify (1) the cooperating teacher, (2) the university supervisor, and (3) the appropriate person in the school building. Any winter quarter absences must be made up before student teaching begins.

Teacher candidates 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 student teaching, candidates are expected to attend after-school meetings and conferences, unless doing so conflicts with TEP class meetings.

Fall Attendance

Teacher candidates are required to complete 12 observation days during fall quarter. Any absences must be made up before winter quarter begins. Teacher candidates must reschedule the missed observation day at the convenience of the cooperating teacher and university supervisor.

Winter Phase I Attendance: Observation & Support Teaching

Teacher candidates are required to complete 23 days—approximately four consecutive days during each of the 6 weeks. Any absences must be made up before full-time student teaching begins.

Spring Phase II Attendance: Student Teaching

Teacher candidates are required to complete at least 13 weeks of full-time (Monday through Friday) student teaching (not including spring break) between mid-February until mid-May, OR until the close of the host school's second semester, whichever is agreed to when the placement is confirmed. Teacher candidates are excused from two days of student teaching in the spring to attend Denver-metro area job fairs.

Strike Policy

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

- If a strike is anticipated, the teacher candidate will notify his/her university supervisor. If a strike is put into effect, the cooperating teacher and teacher candidate will contact the university supervisor, who will immediately contact the TEP director.
- The teacher candidate will not, under any circumstance, take part in any of the district's strike activities.
- There will be a clear understanding between all parties—cooperating teachers, teacher candidates and school administrators—that the teacher candidate will not enter the school building during a strike without first obtaining the permission of the cooperating teacher, the school administrator, and the president of the local teacher's association. If it is necessary for the teacher candidate to enter the building, the cooperating teacher will obtain the necessary approval of all parties on behalf of the teacher candidate.
- During a short term strike (1 to 5 days), the teacher candidate 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 teacher candidate to another school site.

Tracking

Occasionally, a teacher candidate applies for and accepts a student teaching assignment in a school that operates on a year-round (tracking) calendar. If the cooperating teacher is scheduled to go "off track" during the teacher candidate's student teaching assignment, the cooperating teacher and teacher candidate mutually agree on one of the two following options: either the teacher candidate will go "off track" with the cooperating teacher, or the teacher candidate will be placed with a second cooperating teacher and classroom to complete the student teaching assignment. Both of these possible scenarios require that arrangements be made before the

placement begins. Please refer to the Memorandum of Understanding for Student Teaching in Year Round Schools Tracking.

Student Teaching Outside of the Denver Metro Area

Under special circumstances, a teacher candidate may request a student teaching placement in an outlying area. TEP may attempt (but is not obligated) to accommodate this request under the following conditions:

- The teacher candidate has completed all provisional requirements.
- The teacher candidate has completed all TEP coursework with a grade of B- or better.
- A TEP supervisor is available and willing to travel to the location.
- The placement and cooperating teacher meet all TEP requirements.
- TEP and the school/district agree to the terms of the student teaching placement.
- The teacher candidate signs and complies with the terms of the Policy for Student Teaching Outside of the Denver Metro Area. As mentioned in the form, the teacher candidate pays a fee at the time of placement confirmation to cover the costs of extra mileage and other expenses incurred by the university supervisor in the completion of his/her duties. The payment of this fee confirms the placement.
- The teacher candidate demonstrates satisfactory progress in student teaching at two-, four-, six-, and ten-week marks.

Courtesy Placements

Occasionally, TEP may agree to serve as the liaison between an out-of- state teacher candidate, his/her teacher education program and local school districts. The steps below will be followed for a courtesy placement.

- A non-DU teacher candidate places a courtesy placement request;
- The TEP placement coordinator identifies a TEP supervisor willing to supervise this non-DU candidate using the non-DU institution's assessment instruments and arranges a local placement;
- TEP placement coordinator confirms the placement with the non-DU candidate's institution. At this point, the non-DU candidate's institution communicates directly with the TEP supervisor regarding the non-DU teacher candidate, remuneration, and the completion of assessment or observation instruments.

GETTING READY

Teacher Candidate

The teacher candidate will:

- become familiar with information in this handbook, MCE Bulletin, and all DU policies;
- attend the fall teacher candidate orientation in August;
- communicate with the fall cooperating teacher before the first scheduled observation to confirm dates and times to be spent in his/her classroom;
- seek the information needed to become oriented and comfortable in the school setting;
- seek ways to become a productive, contributing member of the classroom and school;
- quickly learn students' names and the cooperating teacher's rules, routines and expectations for students;
- introduce yourself to other school personnel with whom you come in contact;
- attend the same session of the required in-service training with the confirmed cooperating teacher (winter/spring only placement only);
- communicate the dates and times for scheduled observations with your university supervisor.

Cooperating Teacher

The cooperating teacher will:

- become familiar with information in this handbook;
- prepare your students for the teacher candidate's arrival;
- make provision for the teacher candidate to have a prominent location to observe and be able to freely move around the classroom to work with students (fall field experience);
- make provision for the teacher candidate to have a desk to use (winter/spring field experience only);
- provide access to school handbooks, textbooks, curriculum guides, and seating charts or student rosters to the teacher candidate;
- review the suggested sequence of the Field Experience Responsibilities Week-By-Week sections of this handbook with the teacher candidate;
- introduce the teacher candidate to your students in a manner that establishes the teacher candidate as your partner and colleague;
- introduce the teacher candidate to faculty, staff, and administrators;
- orient the teacher candidate to the building and discuss pertinent policies, procedures, and routines;
- acquaint the teacher candidate with district and school policies, procedures, and routines;
- involve the teacher candidate in basic activities such as taking roll, working with individual students or groups, checking assignments and correcting papers, and planning and presenting short lessons;
- attend the same session of the required in-service training with the confirmed student teacher (winter/spring only placement only).

University Supervisor

The university supervisor will:

- become familiar with information in this handbook;
- obtain a list of teacher candidates under your supervision and their assigned schools;
- inform the teacher candidates of their responsibility to contact their cooperating teacher(s) before the first visit;
- attend the teacher candidate orientation in August, meeting with the teacher candidates assigned to your seminar group,
- establish a time in week one to meet with members of the cohort assigned to each building, the cooperating teacher(s) and the school site administrator for an introduction to the school and basic policies/procedures (fall only);
- arrange a triad conference with the teacher candidate and cooperating teacher (s) to review field placement guidelines, responsibilities week-by-week, the Teacher Work Sample and assessments (winter/spring only);
- confirm dates and times of each candidate's observation schedule.

ROLES AND RESPONSIBILITIES OF THE COOPERATING TEACHER AND TEACHER CANDIDATE

Fall Cooperating Teacher

The role of the cooperating teacher is to be a model teacher and a mentor to the teacher candidate. Specific cooperating teacher responsibilities include:

- attend orientation session with the teacher candidate, 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 teacher candidate in planning and debriefing curriculum, instruction, and/or assessments;
- permit the candidate to implement sample lessons and assessments as specified in on-campus courses;
- observe the teacher candidate's interactions with students in the classroom and provide informal feedback;
- communicate any concerns, as well as the teacher candidates' progress, with the university supervisor;
- sign the TEP Fall Field Experience In-School Attendance Form.

Fall Teacher Candidate

The teacher candidate's role is to observe and learn from the cooperating teacher, and teach one class segment/lesson at each level. The teacher candidate is not a paraprofessional, an intern, or an aide. Rather, the teacher candidate 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 cooperating teacher;
- obtain signatures on attendance forms and turn in by set deadlines;
- communicate regularly with the cooperating 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 Supervisor Evaluation form;
- in late fall, complete and return the Winter/Spring Field Experience and Student Teaching Placement Request form and the TEP Student Teaching Placement Confirmation Form. It is the teacher candidates' responsibility to submit these forms to the placement coordinator.

Winter/Spring Cooperating Teacher

The cooperating teacher's role is to be a model teacher and a mentor for the teacher candidate, and is selected because he/she exemplifies good practice, and has received the unqualified endorsement of his/her principal or building administrator. The cooperating teacher involves the TEP teacher candidate in planning and debriefing curriculum, instruction, and/or assessments

(e.g. see week-by-week guidelines). The cooperating teacher provides feedback regarding the teacher candidate's interactions with students, curriculum planning, instruction, and assessment of students. The cooperating teacher's assessment of the teacher candidate's performance on selected state standard elements is an important source of information in determining whether the teacher candidate is proficient on those elements. The cooperating teacher is a formal resource for the teacher candidate about the roles and responsibilities of a teacher. At the conclusion of student teaching, TEP remunerates the cooperating 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 cooperating teacher responsibilities include:

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

Winter/Spring Teacher Candidate

The teacher candidates' role is to observe and learn from the cooperating teacher and to gradually assume full-time teaching responsibilities. The teacher candidate is not a paraprofessional, an intern, or an aide. The teacher candidate 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 cooperating 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 student teaching and submit them to the program office;
- communicate with the cooperating 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 Winter Field Experience and Student Teaching Placement Evaluation form and submit to the program office.

4 Step Process – for Cooperating Teachers and Teacher Candidates

Under the direction of the placement coordinator, TEP implements a four-step process to ensure that both the teacher candidate and cooperating teacher participate in a mutually beneficial experience, and understand the expectations and responsibilities of TEP.

Step One – Metro Area District Human Resources Session

In the fall, the TEP placement coordinators schedule a session required for all teacher candidates, university supervisors and program staff. Metro Denver area school district human resource directors present information on the student teaching opportunities in their districts and the procedures whereby a teacher candidate may apply to be considered for student teaching. In return, the placement coordinators present the information on the cooperating teacher selection criteria and process, and the field placement roles and responsibilities.

Step Two – Interview & Confirmation

The TEP Field Experience and Student Teaching Handbook is discussed in detail at the time of the required interview with the teacher candidate, cooperating teacher, and school site administrator. At the conclusion of the interview, all participants sign the Student Teaching Placement Confirmation Form. All confirmation forms must be completed with all signatures and returned to the program office by the required date in order for the placement to be considered confirmed.

Step Three – Required In-Service Session

Upon receipt of confirmation forms in late fall, the TEP placement coordinators, along with the director, will conduct a required in-service for all cooperating teachers and teacher candidates. The purpose of this in-service session is to ensure that all parties are knowledgeable about and committed to fulfilling their roles and responsibilities during the teacher candidate's student teaching.

The following items are typically addressed in the in-service:

- roles and responsibilities of the teacher candidate, cooperating teacher, university supervisor, placement coordinator, and school administrator;
- Performance-Based Standards for Colorado Teachers;
- the Teacher Work Sample (TWS) to be completed by the teacher candidate;
- expectations for elementary candidates regarding teaching a literacy and math block;
- expectations for secondary K-12 art/music/foreign language candidates regarding the teaching of content-area literacy and numeracy as part of the TWS;

- TEP Supervisor Visitation Report Form and what to expect when the supervisor visits;
- Teacher Candidate Observation/Evaluation Form to be completed during the mid-term and final triad conferences;
- teacher candidate Attendance Forms;
- remuneration and re-certification credit for the cooperating teacher.

Step Four – Initial Triad Conference

During the first two weeks of January, an initial triad conference is held with the teacher candidate, cooperating 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 cooperating teacher's concerns and/or the unique features of the school context (e.g. block or track schedule, CSAP exam preparation, etc.).

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

University Supervisor

The TEP university supervisor serves as an advisor to teacher candidates. He/she establishes rapport with each teacher candidate in his/her seminar group, and maintains open communication between the teacher candidate, cooperating teacher, school site administrator, and placement coordinator. The university supervisor serves as a liaison between the university's program and the school site. Initial questions about candidates' progress should be directed to the university supervisor.

Role of Supervisor during Fall Field Experience

During the fall field experience, the university supervisor for elementary and secondary candidates makes a minimum of three visits. The university supervisor for K-12 art/music/foreign language candidates makes four visits, which must include at least one at each of the three levels (elementary, middle and high school). The purpose of each visit is to observe the teacher candidate engaged in actual interactions with children in the classroom.

Role of Supervisor during Winter/Spring Field and Student Teaching Experience

During the winter/spring field and student teaching experience the university supervisor makes a minimum of two visits in Phase I: observation and supported teaching; and four visits in Phase II: student teaching. Again, the purpose of each visit is to observe the teacher candidate in the classroom, engaged in actual interactions with children. One observation during Phase II may be a drop-in visit.

During Phase II: student teaching, the university supervisor will monitor all teacher candidates as they implement a variety of the components of the Teacher Work Sample. Also during Phase II, the university supervisor will observe the elementary candidates teaching a minimum of one literacy lesson and one numeracy lesson.

Responsibilities

Specific university supervisor responsibilities for fall field experience include:

- conducting a weekly seminar with cohort group during fall quarter;
- facilitating communication between the teacher candidate, cooperating teacher and TEP;
- providing both written and oral feedback after each visit using the TEP Supervisor Visitation Report;
- ensuring that the Teacher Candidate Observation/Evaluation form is completed;
- submitting the teacher candidate's letter grade to the program office at the end of the quarter.

Specific university supervisor responsibilities for winter/spring field experience and student teaching include:

- conducting a weekly seminar with cohort group during both quarters;
- facilitating communication between teacher candidate, cooperating teacher and TEP;

- providing both written and oral comments for the teacher candidate after each visit, including providing feedback on those lessons that incorporate content-area literacy and math, using the TEP Supervisor Visitation Report;
- facilitating triad conferences;
- ensuring that the Teacher Candidate Observation/Evaluation form is completed;
- making final judgments regarding the teacher candidates' proficiency of performance on selected state standard elements;
- assuming sole responsibility for assigning a final grade in student teaching.

Placement Coordinator

The placement coordinator works with the cooperating teacher and school site administrator to ensure that the teacher candidate has an appropriate placement.

Specific responsibilities include:

- explaining the Teacher Education Program and the field placement purpose and expectations to all parties involved in the teacher candidates' placement;
- identifying exemplary cooperating teachers with the support of school site administrators;
- facilitating communication among all parties and attempt to resolve any issues that arise;
- maintaining regular communication with university supervisors about teacher candidates' experiences.

School Site Administrator

The school site administrator works with the TEP placement coordinator to select exemplary cooperating teachers and introduces the teacher candidate 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 teacher candidate and may be involved in meetings with the university supervisor, cooperating teacher, and teacher candidate if any concerns arise.

FALL RESPONSIBILITIES WEEK-BY-WEEK

Field experiences offer teacher candidates an opportunity to observe and learn from their cooperating teachers, and to gradually assume teaching responsibilities. The fall and winter quarter observation experiences are considered the foundation for student teaching, which takes place during Phase II of the winter/spring field/student teaching experience. All fall field experiences take place in diverse, urban settings. Broad objectives for teacher candidates during the fall quarter include:

- develop and enhance observational skills;
- interact with children;
- observe the ways in which a school operates;
- develop an individual style in the classroom.

The week-by-week guidelines that follow below (1) delineate the range of experiences teacher candidates should have in the fall field experience, and (2) structure the gradual assumption of teaching. The elementary candidate's sequence is applied to both the six weeks at the primary level and the six weeks at the intermediate level. The secondary candidate's sequence is applied to both the six weeks at the middle school level and six weeks at the high school level. The K-12 art/music/foreign language candidate's sequence is applied to each of the four weeks at the elementary, middle, and high school levels.

In the first week of the placement the teacher candidate, cooperating teacher, and university supervisor will meet to review these guidelines and make any necessary adjustments to them given the cooperating teacher's curriculum and classroom structure. These are meant to be minimum guidelines. In some cases, where teacher candidates have prior experiences in schools, they may be ready and willing to take on greater responsibility.

In addition to the responsibilities listed below, at the cooperating teacher's discretion and the teacher candidate's availability, the teacher candidate may be included in faculty or teacher meetings (e.g. team or grade-level), parent conferences, or other meetings with counselors, assistant principals, support staff, etc.

ELEMENTARY AND SECONDARY TEACHER CANDIDATES' SEQUENCE

Week 1: Primary/Intermediate or Middle School

- DU supervisor and teacher candidate(s) meet briefly with site administrator for an introduction to the school. They will also discuss the basic policies/procedures covered in the Field Experience and Student Teaching Handbook, and negotiate any changes in the week-by-week plan with the cooperating teacher.
- Teacher candidate observes cooperating teacher.
- Teacher candidate confers/debriefs/assists cooperating teacher during teacher's planning time.

Week 2: Primary/Intermediate or Middle School

- Teacher candidate observes cooperating teacher.
- Teacher candidate confers/debriefs/assists cooperating teacher during teacher's planning time.
- Teacher candidate assists with special tasks (e.g. lunch room or hall duty).
- Teacher candidate works with students on a one-to-one basis.
- Teacher candidate may need to complete observations or assessments or teaching tasks for assignments in DU courses, or as related to the Teacher Work Sample.
- Teacher candidate may observe another class at the same grade level for a portion of the day.

Week 3: Primary/Intermediate or Middle School

- Same as week two.
AND
- Teacher candidate works with a small group of students.
- Teacher candidate assists with grading on a limited basis.

Week 4: Primary/Intermediate or Middle School

- Same as week three.
AND
- Teacher candidate teaches a class segment, for example, running a class meeting, leading a discussion, presenting a guided lesson in math, etc. (20 to 45 minutes).

Weeks 5& 6: Primary/Intermediate or Middle School

- Same as week four.
AND
- Teacher candidate teaches one full lesson each week under the supervision of the cooperating teacher (preferably one literacy and one math lesson for elementary teacher candidates).

Weeks 7-12: Primary/Intermediate or High School

- Same as weeks one through six.

K-12 ART/MUSIC/FOREIGN LANGUAGE TEACHER CANDIDATES' SEQUENCE

Weeks 1 & 2: Elementary School

- DU supervisor and teacher candidate(s) meet briefly with site administrator for an introduction to the school. They will also discuss the basic policies/procedures covered in the Field Experience and Student Teaching Handbook, and negotiate any changes in the week-by-week plan with the cooperating teacher.
- Teacher candidate observes cooperating teacher.
- Teacher candidate confers/debriefs/assists cooperating teacher during teacher's planning time.
- Teacher candidate works with students on a one-to-one basis.
- Teacher candidate may need to complete observations or assessments or teaching tasks for assignments in on-campus courses.

Weeks 3 & 4: Elementary School

- Teacher candidate observes cooperating teacher.
- Teacher candidate confers/debriefs/assists cooperating teacher during teacher's planning time.
- Teacher candidate assists with special tasks (e.g. lunch room or hall duty).
- Teacher candidate works with students in small groups.
- Teacher candidate works with students on a one-to-one basis.
- Teacher candidate teaches a class segment, for example, introducing a lesson, giving a short presentation or demonstration, etc.
- Teacher candidate may need to complete observations or assessments or teaching tasks for assignments in on-campus courses.
- Teaching candidate may observe another class at the same grade level for a portion of the day.

Weeks 5 & 6: Middle School

- Same as weeks one and two in elementary school.

Weeks 7 & 8: Middle School

- Same as weeks three and four in elementary school.

Weeks 9 & 10: High School

- Same as weeks one and two in elementary school.

Weeks 11 & 12: High School

- Same as weeks three and four in elementary school.

WINTER/SPRING RESPONSIBILITIES WEEK-BY-WEEK

Phase I: Observation and Supported Teaching

Teacher candidates are required to complete 23 days observing and supporting the cooperating teacher during the winter field experience. The winter placement occurs in the classroom where the teacher candidate will later engage in formal student teaching. Candidates will spend approximately four consecutive days during each of the six weeks. During this phase, teacher candidates become familiar with the curriculum, the students, and the routines of the classroom. Teacher candidates engage in various teaching practices throughout this period. See the detailed week-by-week responsibilities below.

Phase II: Student Teaching and Solo Practice

Between mid-February and mid-May, or the close of the host school's second semester, teacher candidates are in the classroom full-time for thirteen weeks (not including spring break). During the first four weeks of student teaching, teacher candidates gradually assume responsibility for the entire day. In weeks five through twelve, teacher candidates engage in solo practice. In week thirteen, teacher candidates gradually release responsibilities back to the cooperating teacher while continuing to be present in the classroom, or team with the cooperating teacher in preparation for end of semester activities.

Responsibilities Week-by-Week

The week-by-week guidelines that follow below (1) delineate the range of experiences teacher candidates should have during Phase I: Observation experience and (2) structure the gradual assumption of teaching responsibilities in the Phase II: Student Teaching experience. Within the first two weeks of the placement, teacher candidates, cooperating teachers, and supervisors will meet to review these guidelines and to make adjustments to them given the cooperating teacher's curriculum and classroom structure. These are meant to be minimum guidelines. In some cases where teacher candidates have prior experiences in schools they may be ready and willing to take on greater responsibility.

If necessary, and depending on how the teacher candidates and cooperating teachers schedule the 16 flexible days during Phase I, candidates may need to alter this structure as appropriate. Finally, in addition to the responsibilities provided below, at the cooperating teacher's discretion and the teacher candidate's availability, teacher candidates may be included in faculty or teacher meetings (e.g. team or grade-level meetings), parent conferences, or other meetings with counselors, assistant principals, support staff, etc.

PHASE I: WEEK-BY-WEEK RESPONSIBILITIES FOR WINTER

Week 1

- Teacher candidate, cooperating teacher, and university supervisor participate in the initial triad conference to review the Field Experience and Student Teaching Handbook, and to negotiate any changes to the week-by-week plan.
- Teacher candidate observes cooperating teacher.
- Teacher candidate confers/debriefs/assists cooperating teacher during teacher's planning time.

Week 2

- Teacher candidate observes cooperating teacher.
- Teacher candidate confers/debriefs/assists cooperating teacher during teacher's planning time.
- Teacher candidate assists with special tasks (e.g. lunch room, taking attendance, or hall duty).
- Teacher candidate works with students on a one-to-one basis.
- Teacher candidate may need to complete observations or assessments or small teaching tasks for assignments in on-campus courses.

Week 3

- All of the responsibilities in week 2
AND
- Teacher candidate works with a small group of students.
- Teacher candidate assists with grading on a limited basis.

Week 4

- All of the responsibilities in week 3
AND
- Teacher candidate teaches a class segment, for example, introducing a lesson, giving a short presentation, or leading a discussion (20 to 45 minutes).

Weeks 5 & 6

- All of the responsibilities in week 4
AND
- Teacher candidate teaches one full lesson each week, preferably rotating through each subject. Lessons may be tied to assignments in on-campus courses.

PHASE II: WEEK-BY-WEEK RESPONSIBILITIES

Weeks 1-4

- ❑ During the student teaching phase, the teacher candidate assumes increasing responsibility for planning, instruction, and assessment and other teacher duties. For example, the teacher candidate may take responsibility for one class or a portion of the day in week one. In week two, the teacher candidate adds another class or teaches for a longer period of time. In weeks three and four, the teacher candidate should be teaching increasingly more each week, including literacy and numeracy based instruction for elementary candidates.
- ❑ Teacher candidate attends all faculty/staff, team, and/or department meetings (unless they conflict with DU classes).
- ❑ Teacher candidate, under the supervision of the cooperating teacher, initiates communication with parents when necessary and/or participates in parent conferences.

Weeks 5-12

- ❑ Teacher candidate will solo practice for entire day. At this point, he/she is responsible for planning, carrying out, and assessing all instruction, including literary and math-based instruction, and is also responsible for orchestrating the day and managing the class.
- ❑ Teacher candidate attends faculty/staff, team, and/or department meetings (unless they conflict with DU classes).
- ❑ Teacher candidate maintains communication with parents.
- ❑ Teacher candidate implements teacher work sample.

Week 13

- ❑ Teacher candidate gradually releases classes to cooperating teacher while continuing to assist in the classroom or team with the cooperating teacher in preparation for end of semester activities.

TEACHER WORK SAMPLE (TWS) AND TRIAD CONFERENCES

The cooperating teacher, university supervisor, and other TEP faculty all play a role in evaluating teacher candidates' 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 teacher candidates must successfully complete in order to be recommended to the State of Colorado for licensure by the University of Denver.

- For elementary candidates, the TWS includes documentation of two samples of instruction: one focuses on a 2-4 week block of literacy instruction, and the other focuses on a 2-4 week block of math instruction. Other content areas (science and social studies) are integrated into at least one of the components of the TWS.
- For secondary teacher candidates, the TWS documents a 4-6 week sample unit of instruction as it is taught in one of the teacher candidates' classes (one class section of one course preparation, e.g. second period biology).
- For K-12 art/music/foreign language teacher candidates, the TWS documents a series of lessons for a particular technique as it is taught in the teacher candidates' classes.

Teacher candidates continue to carry a full load of student teaching responsibilities at the same time that they are completing the requirements of the Teacher Work Sample and attending DU classes. This involves writing a detailed description of the school and the classroom context, developing student profiles of selected students, annotating their lesson plans during both units of instruction, administering pre- and summative assessments during the unit of instruction, completing an analysis of students' learning gains, documenting parent communication, and writing reflective analyses.

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 student teaching classroom. Detailed guidelines and rubrics are reviewed at the first triad conference and are made available to the cooperating teacher on the TEP handbook CD. Some modifications may need to be made for the K-12 art/music/foreign language candidate, depending on his/her teaching assignment.

Observation & Evaluation Form

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

Triad Conferences

Three triad conferences are held between the teacher candidate, cooperating teacher, and university supervisor. The first is held during the first two weeks of January. During this initial conference, expectations, roles and responsibilities are clarified. The Performance-Based Standards for Colorado Teachers and the assessments required by TEP are also discussed.

The second conference, or the mid-term conference, takes place half-way through the student teaching experience. Its purpose is to assess teacher candidates' progress on each item outlined on the Observation/Evaluation Form. Prior to the mid-term conference, the teacher candidate, cooperating teacher, and the university supervisor each complete this evaluation form. The completed forms are then used as the basis for discussion and annotated during the conference.

The third, and final, conference follows the same format as the mid-term conference. At this point, the cooperating teacher and university supervisor should be in agreement that the candidate is proficient or advanced in all areas indicated on the form.

If the cooperating teacher and university supervisor agree to document that the student teacher has **NOT** reached at least a proficient level in each standard, the university supervisor will arrange a meeting for the supervisor, student teacher and the TEP director to agree on a plan of action for the student teacher.

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 teacher candidate)**
- 1.4 Fall Supervisor Evaluation (by teacher candidate)**
- 1.5 Fall District Human Resources Presentation Evaluation**

**1.1 – ELEMENTARY AND SECONDARY
FALL FIELD EXPERIENCE IN-SCHOOL
ATTENDANCE FORM**

It is the teacher candidate’s responsibility to return this completed form to the university supervisor or directly to the program office.

Teacher Candidate Name: _____

DU Supervisor Name: _____

Cooperating Teacher I Name: _____

Cooperating School I Name: _____

Cooperating Teacher II Name: _____

Cooperating School II Name: _____

I.

Visit #	Visit Date	Cooperating Teacher Signature	Teacher Candidate Signature
1			
2			
3			
4			
5			
6			

II.

Visit #	Visit Date	Cooperating Teacher Signature	Teacher Candidate Signature
1			
2			
3			
4			
5			
6			

It is the teacher candidate’s responsibility to return this completed form to the university supervisor or directly to the program office.

Teacher Candidate Name: _____

DU Supervisor Name: _____

Co-op Teacher I: _____ School I: _____

Co-op Teacher II: _____ School II: _____

Co-op Teacher III: _____ School III: _____

I.

Visit #	Visit Date	Cooperating Teacher Signature	Teacher Candidate Signature
1			
2			
3			
4			

II.

Visit #	Visit Date	Cooperating Teacher Signature	Teacher Candidate Signature
1			
2			
3			
4			

III.

Visit #	Visit Date	Cooperating Teacher Signature	Teacher Candidate Signature
1			
2			
3			
4			

1.3 – FALL FIELD EXPERIENCE PLACEMENT EVALUATION

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 cooperating teacher with whom you worked in each school where you were placed. Please use care in completing this form. Your responses will remain confidential. Thank you.

Cooperating 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 cooperating 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 cooperating teacher was strong in adapting instruction to meet the needs of a variety of learners.

____ The cooperating teacher had strong subject area knowledge.

____ The cooperating teacher was strong in the use of standards-based instruction.

____ The cooperating teacher seemed professionally motivated.

____ The cooperating teacher effectively integrated technology into his/her classroom instruction.

____ The cooperating teacher spoke positively about students.

____ The cooperating teacher was available when I needed her/him.

____ The cooperating teacher provided valuable feedback to me.

____ The cooperating teacher was supportive of my efforts.

Please continue on the reverse side

_____ The cooperating teacher was a good role model for teaching.

_____ The cooperating teacher was a good role model for learning how to work effectively with parents.

_____ The cooperating teacher was an effective role model in planning and implementing literacy instruction.

_____ The cooperating teacher was an effective role model in planning and implementing numeracy instruction.

Additional Comments:

1.4 – FALL FIELD EXPERIENCE SUPERVISOR EVALUATION

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 cooperating 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 teacher candidates.

Additional Comments:

1.5 – DISTRICT HUMAN RESOURCES PRESENTATION EVALUATION

Please be aware that this presentation is just the first step in helping teacher candidates to secure a good fit in a student teaching assignment, and later, a teaching job. TEP is aware that candidates 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** teacher candidate.

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 student teaching 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:

Winter/Spring Field Experience and Student Teaching Forms

- 2.1 Winter/Spring Field Experience and Student Teaching Placement Request Form**
- 2.2 Student Teaching Placement Confirmation Form**
- 2.3 Winter Field Experience In-School Attendance Form**
- 2.4 Student Teaching In-School Attendance Form**
- 2.5 Winter/Spring Field Experience and Student Teaching Placement Evaluation Form (by candidate)**
- 2.6 Winter/Spring Field Experience and Student Teaching Supervisor Evaluation Form (by candidate)**
- 2.7 Memorandum of Understanding for Student Teaching in Year Round Schools (Tracking)**
- 2.8 Substitute Teaching Policy for the Teacher Candidate**
- 2.9 Policy for Student Teaching outside the Denver Metro Area**
- 2.10 Re-Certification Form for Cooperating Teacher**

2.1 – WINTER/SPRING FIELD EXPERIENCE AND STUDENT TEACHING PLACEMENT REQUEST FORM

This form is to be completed by all teacher candidates. Please return it to the appropriate placement coordinator—Suzy Thompson (elementary) or Don Trickel (secondary) by Wednesday, October 14, 2009.

Timeline

Your winter field placement consists of twenty-three (23) days. Ideally, you will complete your student teaching experience in this same classroom. Your student teaching will take place every day (Mon-Fri) for a minimum of 13 weeks, unless your host school requires that you stay until the end of the school year. You will observe the same spring break taken by the school where you are student teaching. Spring break is not counted as one of your 13 weeks.

Placement Preference

Some of you will want to state a preference for your winter field placement and student teaching. Placement depends on many factors such as the availability of qualified teachers, the ability of a particular district or building to participate at this time, and district requirements for cooperating teachers. The primary consideration when placing student teachers will be the potential benefit of the educational experience provided. Therefore, while we will do our best to honor your requests, there is no guarantee that we will be able to do so, even after careful consideration.

Placement Exception

To establish student teachers as professionals (not students, parents, etc.), teacher candidates are not placed in schools where he/she is well known, has children in attendance, or has relatives employed by the school district.

Placement Process

Only placements made through TEP are eligible for academic credit. Students may not attempt to secure placements individually. Do not contact schools until TEP directs you to do so. After a tentative placement is made, you will be notified and given instructions regarding scheduling an interview at the school. Placements become final only after you and the cooperating school agree that the placement is a match for those involved.

Provisionals

You are required to obtain approval by the TEP director for this student teaching placement request if you do not anticipate having all of your outstanding provisionals completed prior to the beginning of student teaching. Contact enrollment services (303-871-2503) to obtain a petition form for approval.

Specific District Criteria

Aurora, Cherry Creek, Englewood, Douglas County, St. Vrain, and Littleton will only process requests through their respective district offices. This process requires additional time, as you will also be required to submit your resume, an essay detailing your philosophy of education, and copies of your transcripts with this form. Directions for your philosophy statement are available from your Perspectives (TEP 3016) instructor.

Signature

Date

Daytime phone

DU Email Address

Please continue on the reverse side.

Teacher Candidate: _____ University Supervisor: _____

1. Elementary grade level: Primary consists of K, and grades 1 and 2; intermediate consists of grades 3, 4 and 5. Please rank your preferences in order on the appropriate line below.

____Primary or ____Intermediate or ____Art/Music/Foreign Language or ____No Preference

Example: Primary 1, K, 2 will be interpreted as "I would like to be placed at the Primary level and my 1st choice is 1st grade, 2nd choice is Kindergarten, 3rd choice is 2nd grade."

2. Secondary grade level and major.

Check one: ____Middle School ____High School ____No Preference

Check one: ____Social Studies ____English ____Math ____Science
____Art/Music/Foreign Language

List specific subjects you would like to teach: _____

3. Are you bilingual? ____Yes ____No If Yes, which language? _____

4. List your top three (3) district preferences and schools within each district. Keep in mind: your request will be a primary consideration, but cannot be guaranteed depending on the many factors as listed on page 1.

District 1: _____

School a: _____

School b: _____

School c: _____

District 3: _____

School a: _____

School b: _____

School c: _____

District 2: _____

School a: _____

School b: _____

School c: _____

No Preference _____

5. Location: Due to the size of some of the districts, please give a brief description of any geographical preferences you may have.
6. Did you attend any of your requested schools? _____ If so, what year did you leave that school? _____
7. Are you or any of your relatives attending or employed at any of your requested schools? _____
(Please Note: TEP policy states you may not student teach in a school where you have relatives attending or are employed. See "placement exception" above).

8. Additional Comments:

9. In-Area District Choices:

Adams County

Aurora

Boulder

Brighton

Cherry Creek

Commerce City

Denver

Douglas County

Englewood

Jefferson County

Littleton

Mapleton

Northglenn

Sheridan

Westminster

Please note: An additional fee (payable at the time this placement is confirmed) will be required, along with the consent of your supervisor and the placement coordinator for a student teaching assignment in any district not included in the above list.

Return this completed, signed form to your placement coordinator as soon as possible so that your cooperating teacher will have time to plan to attend one of the required in-services with you. This form must be accompanied by an approved petition form if your provisional requirement(s) will not be completed by January 1, 2010.

Roles and Responsibilities

All parties should refer to the roles and responsibilities outlined in this Field Experience and Student Teaching Handbook.

Placement Information

Teacher Candidate Name: _____

Placement School Name: _____

School Address: _____

School Phone: _____

Administrator Name: _____

Cooperating Teacher Name: _____

University Supervisor: _____

Sequence of Winter Observations

You must be in your winter observation classroom four consecutive days each week between January 4 and February 12, 2010. Please indicate your sequence choice:

M,T,W,Th _____ or T,W,Th,F _____

Student teaching will be full time (Monday-Friday) beginning February 15, 2010 and will last at least 13 weeks (not including spring break), or until the end of the host school's second semester. You will take the same spring break as the school where you are student teaching, and will continue to attend DU classes during this time.

In-service Days

The cooperating teacher and the teacher candidate also agree to attend the same required in-service session. Sessions are held from 5:00-7:00 pm on the following dates. Please indicate which session you will **both** attend:

Tuesday, 12/1 ____

Thursday, 12/3 ____

Monday, 12/7 ____

Cooperating Teacher Compensation

Compensation for serving as a cooperating teacher for a teacher candidate is \$200. If there are two cooperating teachers sharing this responsibility, the stipend will be divided equally between them unless directed otherwise.

1st Cooperating Teacher: _____

Home Address: _____

Phone number: _____ Email address: _____

2nd Cooperating teacher name: _____

Home Address: _____

Phone number: _____ Email address: _____

Cooperating teacher(s) and teacher candidate: If your school requires that the teacher candidate 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 student teaching requirement beyond 13 weeks. Your signature below indicates that this expectation and resulting end date of the placement are understood and agreed upon.

TEP Placement Coordinator Date
Signature

TEP Teacher Candidate Date
Signature

Cooperating Teacher Date
Signature

School Administrator Date
Signature

2nd Cooperating Teacher Date
Signature

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

**2.3 – WINTER FIELD EXPERIENCE IN-SCHOOL
ATTENDANCE FORM**

It is the teacher candidate’s responsibility to return this completed form to the university supervisor or directly to the program office.

Teacher Candidate: _____ Supervisor: _____

Cooperating Teacher: _____ School Name: _____

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



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2.4 – STUDENT TEACHING IN-SCHOOL ATTENDANCE FORM

It is the teacher candidate’s responsibility to return this completed form to the university supervisor or directly to the program office.

Teacher Candidate: _____

Supervisor: _____

Cooperating Teacher: _____

School Name: _____

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

2.5 – WINTER/SPRING FIELD EXPERIENCE AND STUDENT TEACHING PLACEMENT EVALUATION

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 cooperating teacher, **you will need multiple copies of this form**. Please use care in completing this form. Your responses will remain confidential. Thank you.

Cooperating 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 cooperating teachers' pedagogy was such that all students in the class felt as if they could succeed.

_____ The classroom was usually well managed by the cooperating teacher.

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

_____ The cooperating teacher had strong subject area knowledge.

_____ The cooperating teacher was strong in the use of standards-based instruction.

_____ The cooperating teacher seemed professionally motivated.

_____ The cooperating teacher effectively integrated technology into his/her classroom instruction.

_____ The cooperating teacher spoke positively about students.

_____ The cooperating teacher was available when I needed her/him.

_____ The cooperating teacher provided valuable feedback to me.

_____ The cooperating teacher was supportive of my efforts.

Please continue on the reverse side.

_____ The cooperating teacher was a good role model for teaching.

_____ The cooperating teacher was a good role model for learning how to work effectively with parents.

_____ The cooperating teacher was an effective role model in planning and implementing literacy instruction.

_____ The cooperating teacher was an effective role model in planning and implementing numeracy instruction.

Additional Comments:

2.6 – WINTER FIELD EXPERIENCE AND STUDENT TEACHING SUPERVISOR EVALUATION

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 cooperating 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 teacher candidates.

Additional Comments:

2.7 – MEMORANDUM OF UNDERSTANDING FOR STUDENT TEACHING IN YEAR ROUND SCHOOLS (TRACKING)

Guidelines

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

Possible Scenarios

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

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

Meeting Course Requirements

If the placement continues into the summer, the teacher candidate will receive a grade of Incomplete in Student Teaching (TEP 3690 or TEP 3790). It is imperative that the candidate’s university supervisor (to supervise the extended placement and to evaluate the completed of the TWS) be involved in this decision to ensure their availability during this extended time. It is the teacher candidate’s responsibility to have the university supervisor complete the Application for Incomplete Grade when the placement and resulting TWS assignments are completed so the grades can be changed.

Signature, Teacher Candidate

Date

Signature, University Supervisor

Date

Signature, Placement Coordinator

Date

Signature, Cooperating Teacher

Date

2.8 – SUBSTITUTE TEACHING POLICY FOR THE TEACHER CANDIDATE

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 teacher candidates who are student teaching to serve as substitute teachers for a maximum of 5 days during the semester. (Check with your district: some do not allow teacher candidates to substitute during their student teaching assignment.) If substituting, teacher candidates must satisfy the following criteria:

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

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

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

If the cooperating 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 cooperating teacher and be there for the teacher candidate, even if the teacher candidate has assumed full classroom duties. If the teacher candidate is on the active substitute rolls of the district, it is permissible (according to policy stated above) for the teacher candidate 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 teacher candidate has full responsibility for the classroom, the cooperating teacher needs to be readily available and within easy access for the teacher candidate.
- If the cooperating 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 teacher candidate.

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

Overview

Under special circumstances, the Teacher Education Program will attempt to secure a student teaching placement for the teacher candidate outside of the Denver metro area, if the request for the accommodation is deemed justified and within reasonable means. This accommodation will result in an additional fee to be paid by the teacher candidate and will be arranged only if (1) there is a university supervisor willing to perform this service and (2) if the teacher candidate agrees to the following conditions:

- I, the undersigned, agree that if I request and am granted a student teaching assignment outside the Denver metro area, I will be obligated to pay the Teacher Education Program a fee of \$750 for this service.
- I understand that this fee will be used to pay the university supervisor for his/her additional time and mileage, and that it must be paid in full at the time of winter/spring field placement and student teaching confirmation.
- I further understand that I will not be able to begin my student teaching, which would result in the delay of applying for my provisional teaching license, until this \$750 is paid in full to the program.

Signature, Teacher Candidate

Date

Signature, University Supervisor

Date

Signature, Placement Coordinator

Date

Signature, TEP Director

Date

*This form should be signed by all parties and submitted to the program office before student teaching begins.
Supervisors will not be compensated until all documentation and payment has been made.*

2.10 – RE-CERTIFICATION CREDIT FORM

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

This form is provided for you as a record of your service as a cooperating teacher for a University of Denver Teacher Education Program teacher candidate during the 2008-2009 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.

Cooperating Teacher:	Ms. Cooperating Teacher
Host School:	Super Star High School
Teacher Candidate:	DU Teacher Candidate.

This is to confirm that the above-mentioned individual has earned the equivalent of one hour of credit towards re-certification by serving as cooperating 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 Teacher Candidate Observation/Evaluation Form Reference Guide**
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3.1 TEACHER CANDIDATE OBSERVATION / EVALUATION FORM REFERENCE GUIDE

This document is a reference guide to the Teacher Candidate Observation/Evaluation Form for cooperating teachers, teacher candidates, 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 teacher candidate 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

Fall Quarter

During the fall quarter, the university supervisor will fill out the Teacher Candidate Observation/Evaluation Form to reflect formal observations in the field, journal entries, and contributions made in the Wednesday night seminar. The Classroom Management Plan and Policy Sheet assignments for the Teacher Work Sample are also taken into consideration. At this point, the teacher candidate should have scored at least at a basic level (B) on each item, and in some areas achieved at the developing (D) level.

Winter Quarter

At the end of the winter quarter, the university supervisor will again fill out the Teacher Candidate Observation/Evaluation Form based on formal observations, conversations with the cooperating teacher, journal entries, contributions made in the Wednesday night seminar, as well as the Descriptors of Context and Parent Communication assignments from the Teacher Work Sample. A copy of the written evaluation will be provided to the teacher candidate and cooperating teacher at the beginning of spring quarter. These copies will be referred to by the university supervisor, teacher candidate, and cooperating teacher during future conferences when discussing the teacher candidate's progress in student teaching. At this point, the teacher candidate should have scored at least a developing (D) on all items.

Mid-Term Triad Conference

Prior to the mid-term triad conference, the teacher candidate and the cooperating teacher will individually review each item on the Teacher Candidate Observation/Evaluation Form and indicate how the teacher candidate scores. It is strongly suggested that the teacher candidate and cooperating 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 teacher candidate receives a proficient (P) or advanced (A) score requires evidence to be documented as such. The teacher candidate and cooperating teacher are required to list at least 2 examples of the teacher candidate's demonstrated proficiency or advanced proficiency on each item.

During the mid-term triad conference, the teacher candidate, cooperating teacher, and university supervisor will meet to review how each of them views the progress of the teacher candidate. 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 in scoring. Each person will sign on the appropriate line on the cover of the university supervisor's form.

Final Triad Conference

Prior to the final triad conference, the teacher candidate and cooperating teacher will again individually review each item on the Teacher Candidate Observation/Evaluation Form and indicate how the teacher candidate scores. Evidence must be documented for each item that the teacher candidate scores a proficient (P) or advanced (A). At the final triad conference, the teacher candidate, cooperating teacher, and university supervisor again discuss the progress made by the teacher candidate. 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.

All evidence submitted to support a grade of P or A, along with the Teacher Candidate Observation/Evaluation form completed at the final triad conference, should be included in the appropriate section of the Teacher Work Sample to be turned in at the end of the program.

3.2 – UNIVERSITY OF DENVER: TEP SUPERVISOR VISITATION REPORT

Teacher Candidate: _____ Date: _____

School: _____ Cooperating 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:** _____

Supervisor Signature _____ **Teacher Candidate Signature:** _____

3.3 – TEACHER CANDIDATE FIELD EXPERIENCE OBSERVATION AND EVALUATION FORM

SAMPLE

Teacher Candidate: Teacher Candidate Campus Supervisor: Suzanne Thompson

The form is intended to be a running record of the teacher candidate'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 teacher candidate's TWS (teacher work sample).
- Level of proficiency demonstrated by teacher candidate will be indicated within the tables I. through VI. by entering the date that the candidate 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 supervisor, cooperating teacher, and teacher candidate 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 candidate has reached at least the proficient level for his or her observation and student teaching experience required by the Teacher Education Program. This rating is required in order for this candidate 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 – Student Teaching
Date: November 22, 2008	Date: January 10, 2009	Date: April 4, 2009	Date: May 22, 2009
Supervisor: _____ Candidate: _____	Supervisor: _____ Coop Teacher: _____ Candidate: _____	Supervisor: _____ Coop Teacher: _____ Candidate: _____	Supervisor: _____ Coop Teacher: _____ Candidate: _____

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

Developing—*the teacher candidate 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 teacher candidate demonstrates substantial knowledge and understanding of the standard. The teacher candidate 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 teacher candidate 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	<p>Voice</p> <p><i>Evidence:</i> 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.</p>
	10/17	1/30	4/11 5/1	5.1	<p>Enthusiasm</p> <p><i>Evidence:</i> 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. 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. 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. 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. 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. 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. TC demonstrates good confidence from the beginning to the end of each lesson. 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.) 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. TC uses a variety of techniques to maintain a positive classroom environment. TC has implemented successfully the management routines and rituals that were established in the classroom prior to her teaching.</p>
	1/11	1/30 4/27 5/1		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. TC did an excellent job of stating explicit expectations for student behavior during the read aloud and also when students went back to 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.) 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. 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. 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. 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. TC frequently comments to students that she loves that they have things in their mind and she knows that each of them does. 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. 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>

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>
	10/17	2/28 5/15		3.4 6.1, 6.2, 6.3 7.5	<p>Varies instructional techniques</p> <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.) TC modeled the strategy of flagging points of text to remind her about the story. 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	Adapts and differentiates instruction for all learners <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. When students demonstrated higher content knowledge TC tried to extend their thinking and when they struggled, she would scaffold instruction to support their learning. TC made notes on the white board as she discussed the book with children to assist visual learners. Writing the results of each fraction distribution on the white board supported student learning by giving them a visual reference as well. Some evidence of this is used. I would like to see more varying of instruction to meet all needs.
10/5 10/17	2/28 4/11	1: 1.2, 1.4, 2.4 2: 2.1, 2.2 6.1	Makes content relevant to students <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. 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. 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. 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.
	4/1	7.1, 7.2, 7.5	Uses technology to support instruction <i>Evidence:</i> TC has used the internet to gather ideas and lesson plans to implement in her lessons.
1/11	5/1	3.6 5.9	Provides effective verbal and written feedback that shapes improvement in student performance on content standards <i>Evidence:</i> Students were coached or praised for their effort appropriately in order to improve performance. TC demonstrates strength in this area as she praises and encourages students to perform.

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 cooperating 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>

	10/17	2/8	4/27	3.1 5.9	<p>Provides written lesson plans to supervisor on observation days</p> <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.</p> <p>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. 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 student teaching experience.</p>
			5/15	8.5	<p>Adheres to professional boundaries of teacher candidate's 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:

Teacher Candidate: _____

University Supervisor: _____

The form is intended to be a running record of the teacher candidate’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 teacher candidate’s TWS (teacher work sample).
- Level of proficiency demonstrated by teacher candidate will be indicated within the tables I. through VI. by entering the date that the candidate 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 supervisor, cooperating teacher, and teacher candidate 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 candidate has reached at least the proficient level for his or her observation and student teaching experience required by the Teacher Education Program. This rating is required in order for this candidate 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 – Student Teaching
Date:	Date:	Date:	Date:
Supervisor: _____	Supervisor: _____	Supervisor: _____	Supervisor: _____
Candidate: _____	Coop Teacher: _____	Coop Teacher: _____	Coop Teacher: _____
	Candidate: _____	Candidate: _____	Candidate: _____

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

Developing—the teacher candidate 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 teacher candidate demonstrates substantial knowledge and understanding of the standard. The teacher candidate 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 teacher candidate 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 cooperating 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 supervisor on observation days Evidence:

Goals/Suggestions for improvement in planning and assessment:

IV. KNOWLEDGE OF CONTENT

B	D	P	A	Performance Standards	
				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 teacher candidate's guest status in school Evidence:

Goals/Suggestions for Improvement in professional behavior:

VII. GENERAL COMMENTS:

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

The following shall serve as standards for the licensing of all teacher education candidates 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.