



## **CURRICULUM AND INSTRUCTION**

### **Teacher Education Program**

### **Field Experience and Student Teaching Handbook**

**2008-2009**

## CONTACT INFORMATION

Rex Brown, Interim Director  
Phone: 303.871.2519  
[rbrown9@du.edu](mailto:rbrown9@du.edu)

Don Trickel, Secondary Placement  
Coordinator/Supervisor  
Secondary Social Studies Methods  
Phone: 303.871.6163  
[dtrickel@du.edu](mailto:dtrickel@du.edu)

Suzy Thompson, Elementary Placement  
Coordinator/Supervisor  
Phone: 303.871.3365  
[sthomps1@du.edu](mailto:sthomps1@du.edu)

Amy Bechtum, Assistant Director  
Curriculum and Instruction  
Phone: 303.871.2517  
[abechtum@du.edu](mailto:abechtum@du.edu)

Karen Paul-Masaoka, Program Assistant  
Curriculum and Instruction  
Phone: 303.871.7013  
[kpaulmas@du.edu](mailto:kpaulmas@du.edu)

Bradley Conrad  
Graduate Assistant  
Phone: 303.871.6344  
[bconrad2@du.edu](mailto:bconrad2@du.edu)

## TABLE OF CONTENTS

Purpose of the Field Experiences.....	3
Program Structure .....	3
Program Timeline .....	3
School and University Relationship.....	4
Placement Process and Policies .....	5
Getting Ready .....	9
Roles / Responsibilities	
Cooperating Teachers and Teacher Candidates .....	11
Supervisor / Placement Coordinator / Administrator.....	15
Fall Responsibilities – Week-by-Week .....	17
Winter / Spring Responsibilities—Week-by-Week.....	20
Teacher Work Sample and Triad Conferences .....	23
Appendices	
Fall forms .....	25
Winter / Spring forms .....	32
Observation Assessment forms.....	46
Performance-Based Standards for Colorado Teachers .....	68

## **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 and music 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, M-F, 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 in 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.

### **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, M-F, 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.
- The teacher candidate demonstrates satisfactory progress in the Perspectives course (TEP 3016) offered on campus in tandem with the student teaching assignment.

### **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, metro Denver area school district human resource directors, and program staff. The 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 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 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 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 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 and music 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 out 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 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**
- 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			

**1.2 – 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: \_\_\_\_\_

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 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 15, 2008.

### **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 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 or \_\_\_\_ No Preference

Example: Primary 1, K, 2 will be interpreted as "I would like to be placed at the Primary level and my 1<sup>st</sup> choice is 1<sup>st</sup> grade, 2<sup>nd</sup> choice is Kindergarten, 3<sup>rd</sup> choice is 2<sup>nd</sup> 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: \_\_\_\_\_ District 3: \_\_\_\_\_  
School a: \_\_\_\_\_ School a: \_\_\_\_\_  
School b: \_\_\_\_\_ School b: \_\_\_\_\_  
School c: \_\_\_\_\_ School c: \_\_\_\_\_

District 2: \_\_\_\_\_  
School a: \_\_\_\_\_ No Preference \_\_\_\_\_  
School b: \_\_\_\_\_  
School c: \_\_\_\_\_

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	Commerce City	Littleton
Aurora	Denver	Mapleton
Boulder	Douglas County	Northglenn
Brighton	Englewood	Sheridan
Cherry Creek	Jefferson County	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, 2009.

**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 5 and February 13, 2009. Please indicate your sequence choice:

M,T,W,Th \_\_\_\_\_ or T,W,Th,F \_\_\_\_\_

Student teaching will be full time (Mon-Fri) beginning February 16, 2009 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, 11/27 \_\_\_\_

Monday, 12/3 \_\_\_\_

Monday, 12/10 \_\_\_\_

**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.

1<sup>st</sup> Cooperating Teacher: \_\_\_\_\_

Home Address: \_\_\_\_\_  
\_\_\_\_\_

Phone number: \_\_\_\_\_ Email address: \_\_\_\_\_

2<sup>nd</sup> 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

\_\_\_\_\_  
2<sup>nd</sup> 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			



Morgridge College of Education

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: \_\_\_\_\_

Table with 8 columns: Week, M, T, W, R, F, Cooperating Teacher Signature, Teacher Candidate Signature. Rows 1-13.

## 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.

Rexford G. Brown, PhD  
Interim Director, Teacher Education Program  
Morgridge College of Education  
University of Denver  
303-871-2519

## **Observation and Assessment Forms**

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

### **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: \_\_\_\_\_ 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	<p><b>Voice</b> Evidence: Uses voice tone and level to communicate effectively with students.</p>

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
<b>Date:</b>	<b>Date:</b>	<b>Date:</b>	<b>Date:</b>
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.

**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 Standard	A. Teacher presence
				5.1	<b>Voice</b> Sample Evidence: Uses voice tone and level to communicate effectively with students.
				5.1	<b>Enthusiasm</b> Sample Evidence: Exhibits passion and interests while teaching and interacting with students.
				8.2, 8.4	<b>Movement</b> Sample Evidence: Consistently moves around the room and uses proximity to address academic and behavioral issues. Gives consideration to room arrangement and personal positioning in the classroom while developing lesson plans.
				5.1, 5.2	<b>Awareness of all students</b> Sample Evidence: Visually scans the classroom frequently to check for on-task student behavior; aware of the academic progress of each student. Understands each student and how they contribute to the overall classroom environment; frequently predicts how each student will respond to a situation and/or other students.
				8.2, 8.4	<b>Self-confidence</b> Sample Evidence: Exudes confidence in his/her ability as a teacher when interacting with colleagues, students, and parents. Knows he/she is capable of handling all of the responsibilities and duties of a teacher.
B	D	P	A	Performance Standard	B. Classroom environment conducive to learning
				5.1, 5.2, 5.3 8.2	<b>Effectively implements management techniques</b>

					Sample Evidence: Class mostly under control; students have a solid understanding of the rules and consequences (e.g. posted clearly in the room); uses a variety of strategies consistently and fairly. Students and teacher are working together to maintain an effective learning environment; teacher uses subtle strategies to manage class; knows when to use the various strategies for maximum impact.
				5.1, 5.2 8.2	<b>Establishes clear classroom rules and behavioral expectations</b>  Sample Evidence: Rules and expectations are posted, printed, published, and/or verbalized to students; reacts effectively to situations as they arise. Transitions smoothly between lessons and/or locations; establishes clear and simple management systems; students have a clear understanding of all classroom procedures; is proactive in setting the environment up for students to succeed and meet the expectations.
				5.1, 5.2, 5.3	<b>Requires students to be on task</b>  Sample Evidence: Provides plenty of work for students to focus on; scans the room frequently looking for and/or correcting on-task behavior. Provides students with various tasks/activities to enhance learning objectives; redirects off-task students without disrupting other students; holds students to high expectations.
				5.1, 5.2, 5.3	<b>Uses effective nonverbal strategies</b>  Sample Evidence: Aware of different nonverbal strategies; uses various strategies (e.g. “the look,” hand signals, proximity). Knows which nonverbal strategies to use with each students; strategies are implemented intuitively and subtly.
				5.1, 5.2, 5.3 8.1, 8.2	<b>Affirms the dignity and worth of all students</b>  Sample Evidence: Implements management strategies as to not embarrass students; acknowledges student achievements and inhibitions in a positive manner. Has a way of interacting with each student to make him/her feel like a valuable member of the class; recognizes the differences among students and positively/effectively addresses their needs.
				5.1	<b>Effectively utilizes classroom time</b>  Sample Evidence: Plans enough work so that students have plenty for time allotted; limited down time for students; is efficient with planning/preparation time. Organizes the day in a systematic manner that maximizes student learning time; clearly communicates and implements procedures to keep students on task and focusing on learning activities.
				1.1, 2.1, 3.1, 5.7	<b>Demonstrates effective organization and preparation</b>  Sample Evidence: Has all materials on hand and prepared prior to the beginning of the lesson; prepares examples when applicable; is efficient with planning time. Efficiently uses organization tools, software, and systems; has materials prepared and ready at the beginning of each school day.
				5.1, 5.2, 5.3 8.1, 8.2	<b>Establishes positive relationships among students</b>  Sample Evidence: Incorporates cooperative learning strategies to promote positive relationships among students; assists students in discussions when appropriate. Create opportunities for peer mentoring, collaboration, mediation; holds class meetings when necessary to discuss relationship issues.

**Goals/Suggestions for Improvement:**

## II. INSTRUCTIONAL PRESENTATION

B	D	P	A	Performance Standard	
				3.6, 5.1	<p><b>Clearly communicates expectations and learning objectives</b></p> <p>Sample Evidence: Creates objectives for each lesson; formally presents and/or posts learning objectives; presents objectives to students and checks for understanding of the objectives; teaches to the objectives throughout the lesson presentation.</p>
				1.2, 1.4, 2.1, 2.2, 2.4	<p><b>Clearly presents content</b></p> <p>Sample Evidence: Carefully selects the best instructional technique for the content being presented; is able to present the lesson plan without reading the plan during implementation. Presentation is sequential and logical; able to shift the direction of the lesson during implementation to meet the needs of the students.</p>
				1.2, 1.4, 2.1, 2.2, 2.4	<p><b>Uses examples to illustrate concepts</b></p> <p>Sample Evidence: Includes specific examples to share during lesson presentation. Spontaneously offers examples to clarify concepts/content; draws upon student prior knowledge; makes connections to other content areas and curriculum from previous grade levels.</p>
				3.4, 6.1, 6.2, 6.3, 7.5	<p><b>Varies instructional techniques</b></p> <p>Sample Evidence: Incorporates visual aides, manipulative, and technology when appropriate; includes opportunities for individual work, small group, and whole class instruction. Chooses instructional strategies based on individual student needs; provides many examples and offers.</p>
				3.4, 6.1, 6.2, 6.3	<p><b>Adapts and differentiates instruction for all learners</b></p> <p>Sample Evidence: Is able to identify the needs of each student and incorporates differentiation in lesson plans (not just adding more of the same work). Identifies early in school year the various needs of each student; communicates regularly with colleagues (e.g. special education teacher, ESL teacher, etc.) to ensure student needs are being met; adapts the curriculum to meet the needs of each student.</p>
				1.2, 1.4, 2.1, 2.2, 2.4, 6.1	<p><b>Makes content relevant to students</b></p> <p>Sample Evidence: Includes details of how to make content relevant in lesson plans; addresses relevancy regularly in lessons. Incorporates unique and interesting approaches to make content relevant to students; draws upon previous learning experiences and lives of students to make content relevant.</p>
				7.1, 7.2, 7.5	<p><b>Uses technology to support instruction</b></p> <p>Sample Evidence: Finds lesson plans and information on line as developing lessons/units; uses a computer to organize student information; incorporates various forms of technology in lessons (overhead projector, graphing calculator, VCR, etc.). Creates class websites to enhance and support student learning; bookmarks websites for student use; teaches students how to technology effectively.</p>
				3.6, 5.9	<p><b>Provides effective verbal and written feedback that shapes improvement in student performance on content standards</b></p> <p>Sample Evidence: Provides frequent feedback to students directly related to academic expectations. Provides frequent and specific feedback to students; creates a simple system for meeting with individual students to provide feedback and support; communicates with parents regularly about student performance.</p>

### Goals/Suggestions for Improvement:

### 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	<p><b>Gears lessons to content standards</b></p> <p>Sample Evidence: Standards are identified in all lesson plans and units. Teacher candidate has a solid understanding of content standards; is able to draw from both the content standards and curriculum to enhance instruction and student learning.</p>
				1.1, 2.1, 3.1	<p><b>Uses assessment to determine direction and level of instruction</b></p> <p>Sample Evidence: Includes both pre- and summative assessments in unit/lesson plans; can communicate the purpose of each assessment administered; has a working understanding of how to use the data gathered from the assessment to guide instruction.</p>
				3.1, 5.9	<p><b>Submits competent weekly and daily lesson plans to cooperating teacher</b></p> <p>Sample Evidence: All lesson plans meet or exceed lesson plan expectations; meets regularly with cooperating teacher to discuss lesson plans for the following week and reviews current week's lesson plans.</p>
				3.3, 7.4	<p><b>Uses a variety of assessment techniques</b></p> <p>Sample Evidence: Gathers information on student progress using at least two forms of assessment for each unit/topic of study. Regularly and systematically administers and/or refers to results of multiple assessment tools (e.g. CSAP, ITBS, running records, exams, unit projects, rubrics, weekly quizzes, etc.).</p>
				3.8, 4.3, 5.4, 7.2	<p><b>Includes opportunities for higher level thinking</b></p> <p>Sample Evidence: Has a basic understanding of Bloom's Taxonomy; includes specific questions, assignments, extensions, etc. in lessons and units to encourage higher-level thinking. Intuitively asks questions during lessons and capitalizes on opportunities that present themselves for students to reach higher-level thinking.</p>
				3.1, 5.9	<p><b>Provides written lesson plans to supervisor on observation days</b></p> <p>Sample Evidence: Student teaching notebook and handbook are available and complete at every observation.</p>

**Goals/Suggestions for Improvement:**

### 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	<p><b>Demonstrates adequate knowledge of subject matter</b></p> <p>Sample Evidence: Is capable of looking ahead to content and subject matter that will be taught and research areas to be able to present lessons to the students with the appropriate depth. Has a solid grasp of the content and subject matter to be taught; does not need to conduct research in order to thoroughly teach subject matter.</p>
				1.1, 2.1, 3.1, 3.3, 3.4, 3.5	<p><b>Makes use of student prior knowledge</b></p> <p>Sample Evidence: Asks questions to draw out prior knowledge from personal and academic experiences during lesson presentation. Uses understanding of previously covered curriculum and future curriculum, the community, and knowledge of students' home lives to draw out prior knowledge during lesson presentation; makes connections across the curriculum.</p>

**Goals/Suggestions for Improvement:**

## V. RAPPORT AND COMMUNICATION

B	D	P	A	Performance Standards	
				5.1, 8.1, 8.2	<p><b>Establishes positive relationship with students</b></p> <p>Sample Evidence: Develops a professional relationship with students; positively acknowledges individual differences among students. Uses a variety of avenues to develop strong positive relationships with students.</p>
				5.6, 6.5	<p><b>Becomes an effective and integral part of the instructional team</b></p> <p>Sample Evidence: Participates in all team planning and/or instructional support meetings. Knows when and how to initiate meetings with the appropriate faculty/staff members to develop and implement instructional plans.</p>
				5.8, 5.9	<p><b>Has a positive relationship and works collaboratively with the classroom teacher</b></p> <p>Sample Evidence: Regularly discusses professional issues that arise with cooperating teacher; a mutual respect is apparent in the relationship between the teacher candidate and cooperating teacher.</p>
				5.8, 5.9	<p><b>Communicates with parents to maximize student success</b></p> <p>Sample Evidence: Responds promptly to parent questions/concerns; sends out school information in a timely manner; participates in all conferences/parent meetings. Proactive in working with parents to resolve problems; works with individual parents to help parent identify specific strategies to use at home to support the learning happening in the classroom; maintains regular communication with all parents (regarding both positive happenings and areas of concern).</p>
				5.6, 5.9	<p><b>Communicates effectively with team members and school staff</b></p> <p>Sample Evidence: Learns the culture and climate of the school and community; respects confidentiality boundaries; initiates communication with school principal and other staff members. Addresses problems and conflicts promptly and professionally.</p>
				5.9	<p><b>Communicates effectively with university supervisor</b></p> <p>Sample Evidence: Responds to phone calls and/or emails as requested and in a timely manner; shares progress and concern frequently with supervisor.</p>

**Goals/Suggestions for Improvement:**

## VI. PROFESSIONAL BEHAVIOR

B	D	P	A	Performance Standards	
				5.1, 8.5	<p><b>Is on time, reliable and meets his/her obligations</b></p> <p>Sample Evidence: Carries him/herself professional in terms of meeting the obligations of a teacher.</p>
				5.8, 5.9, 8.3	<p><b>Interacts professionally with colleagues, students and parents</b></p> <p>Sample Evidence: Develops a mutually respectful relationship with colleagues, students and parent. Is proactive in becoming involved in the school and community.</p>
				8.3	<p><b>Responds positively to suggestions and incorporates ideas from other professionals</b></p>

					Sample Evidence: Is open to receiving suggestions from other professionals; accepts suggestions as a natural part of being a teacher; incorporates ideas into his/her teaching practice. Requests suggestions/feedback in specific areas of teaching; views suggestions as opportunities for professional growth.
				8.4	<b>Exhibits professional appearance and demeanor</b>  Sample Evidence: Adheres to school dress code.
				8.5	<b>Adheres to professional boundaries of teacher candidate's guest status in school</b>  Sample Evidence: Respects confidential issues; avoids inappropriate/unprofessional conversations and/or situations.

**Goals/Suggestions for Improvement:**

**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	<b>Voice</b> 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
<b>Date:</b>	<b>Date:</b>	<b>Date:</b>	<b>Date:</b>
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	<b>Voice</b> Evidence:
				5.1	<b>Enthusiasm</b> Evidence:
				8.2, 8.4	<b>Movement</b> Evidence:

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

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

**Goals/Suggestions for improvement in management:**

## II. INSTRUCTIONAL PRESENTATION

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

B	D	P	A	Performance Standards	
				1.2, 1.4, 2.1, 2.2, 2.4, 6.1	<b>Makes content relevant to students</b> Evidence:
				7.1, 7.2, 7.5	<b>Uses technology to support instruction</b> Evidence:
				3.6, 5.9	<b>Provides effective verbal and written feedback that shapes improvement in student performance on content standards</b> 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	<b>Gears lessons to content standards</b> Evidence:
				1.1, 2.1, 3.1	<b>Uses assessment to determine direction and level of instruction</b> Evidence:
				3.1, 5.9	<b>Submits competent weekly and daily lesson plans to cooperating teacher</b> Evidence:
				3.3, 7.4	<b>Uses a variety of assessment techniques</b> Evidence:
				3.8, 4.3, 5.4, 7.2	<b>Includes opportunities for higher level thinking</b> Evidence:
				3.1, 5.9	<b>Provides written lesson plans to supervisor on observation days</b> 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	<b>Demonstrates adequate knowledge of subject matter</b> Evidence:
				1.1, 2.1, 3.1, 3.3, 3.4, 3.5	<b>Makes use of student prior knowledge</b> 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	<b>Establishes positive relationship with students</b> Evidence:
				5.6, 6.5	<b>Becomes an effective and integral part of the instructional team</b> Evidence:
				5.8, 5.9	<b>Has a positive relationship and works collaboratively with the classroom teacher</b> Evidence:
				5.8, 5.9	<b>Communicates with parents to maximize student success</b> Evidence:
				5.6, 5.9	<b>Communicates effectively with team members and school staff</b> Evidence:
				5.9	<b>Communicates effectively with university supervisor</b> Evidence:

**Goals/Suggestions for Improvement in rapport and communication:**

## VI. PROFESSIONAL BEHAVIOR

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