



# Teacher Education Program

## Cooperating Teacher Handbook

2008-2009

### ***To the Cooperating Teacher:***

The *Cooperating Teacher Handbook* is your guidebook to the student teaching experience. It includes information on requirements for student teaching and has been prepared to clarify expectations and facilitate communication among the student teacher, cooperating teacher, and university supervisor. Included are sections dedicated to the roles of these positions, as well as the legal and ethical requirements for professional educators, guidelines for assuming the role of a professional educator, and the specific requirements for successful completion of student teaching.

Teaching is a complex endeavor. Becoming an effective teacher requires meeting high standards in understanding the content you teach, the characteristics of the students with whom you work, and best practices in pedagogy. This semester's student teachers will find (as we have) that, in their years of teaching, knowledge required in their content fields will change; they will be confronted with students who are no longer a product of their own backgrounds or current experiences, and the efforts of educational researchers will result in improved strategies for teaching and learning. Therefore, it is essential for them to understand that the purpose of student teaching is not only to prepare to be a successful beginning teacher but to develop habits of learning that they will continue to refine throughout their careers. The ability to analyze their own teaching, to understand the effects of their own and others' efforts, and to persist in refining their own practice will be more important to their future success as a teachers than any one curriculum or technique they will master.

During the next semester, which should be the most challenging of their university career, we hope they will not loose sight of the mission of public education. All children can learn. All children deserve the best teachers and the best educational opportunities we can provide. We sincerely want them to become outstanding teachers, and to provide the best quality education to their future students.

As a cooperating teacher, it will be your role, with the university supervisor and other resources available at Colorado State University - Pueblo, to prepare them to be successful beginning teachers. We understand the amount of time, effort, patience, and good will that is required in taking on this task. As an experienced teacher you will be both a model and a mentor during the next semester. Your professional skill and understanding may well serve as the most significant example of teaching for your student teacher throughout his/her teaching career.

On behalf of Colorado State University - Pueblo, we thank you for sharing your expertise and for assisting in the preparation of future educators. We look forward to working together to ensure a successful learning experience during the coming semester.

*Teacher Education Faculty*

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## **Mission of Teacher Education**

The Teacher Education Program has a primary mission of preparing teachers of quality and distinction. At Colorado State University - Pueblo, preparing teachers is a campus-wide responsibility, with faculty and administrators involved in support of the program's mission. An integral component of the program is its formal partnerships with school districts and community colleges in southern and southeastern Colorado. The joint efforts of students, faculty, and administrators across all partners focus on improving the quality of learning in classrooms in elementary, secondary, and higher education.

### **Program Goals**

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

## **The Teacher Education Standards**

The Teacher Education Program is a standards and performance based model of education. Student outcomes are the foundation of the program, upon which the curriculum, instruction, and assessment are aligned and implemented. Based on its mission to produce teachers of quality and distinction, the program has adopted goals in eight areas. Each goal has been articulated into a series of performance-based standards or outcomes that all students must achieve before completing the program. Benchmarks, or more specific outcomes, for each standard have been developed as course objectives throughout the program, and faculty across campus have organized course requirements and assignments to assure that students can meet these standards at high levels.

Admission and program completion policies are aligned with these standards, and students should become familiar with the goals and standards to evaluate their own ongoing success in

teacher education. Proficiency on all standards prior to the completion of student teaching should be a goal for all student teachers.

CSU-Pueblo first adopted program standards in Fall 2000 based on research on best practices in education, on the recommendation of professional organizations in education and teacher education, and on the requirements of the Colorado Department of Education and Colorado Commission on Higher Education. These were revised in Spring 2008 and Fall 2009. They are aligned with the *Performance-Based Standards for Colorado Teachers* (2000). Copies of CSU-Pueblo and Colorado performance standards are included in Appendix F.

## **Student Goals**

Graduates of teacher preparation programs at Colorado State University - Pueblo build effective learning communities in which all learners thrive and develop to their maximum potential. In accomplishing this, graduates:

- Goal 1: Use democratic principles to create communities of learners that assure positive social interactions, collaboration, and cooperation.
- Goal 2: Create learning experiences that make content knowledge accessible, exciting, and meaningful for all students.
- Goal 3: Create a learning community in which individual differences are respected, appreciated, and celebrated.
- Goal 4: Ensure, through the use of standards and informal and formal assessment activities, the continuous development of all learners.
- Goal 5: Construct and use pedagogy to maximize the intellectual, social, physical, and moral development of all students.
- Goal 6: Be reflective decision-makers, incorporating understandings of educational history, philosophy, and inquiry, as well as the values of the democratic ideal.
- Goal 7: Create communities of learning by working collaboratively with colleagues, families, and other members.
- Goal 8: Model the professional and ethical responsibilities of the education profession.

## Relationship of CSU-PUEBLO Standards to the Colorado Standards

Attached to the student teaching course syllabus are the professional standards that the Colorado Department of Education requires of all graduates of its teacher preparation programs. The standards are included in CSU-PUEBLO program standards and are used in the evaluation of student teachers.

### **Legal Responsibilities**

Colorado statute states that "Any student teacher, during the time that such student is assigned to a field experience within a public school, shall be deemed to be a public employee of the school district within the meaning of the "Colorado Government Immunity Act" and that "... the student teacher, during his practice teaching in a school, shall be deemed an employee of the school district pursuant to the provisions of section 8-4-106, C.R.S. 1973, for the purpose of workmen's compensation and liability insurance as provided for other school employees." (Cooperative Teacher Education Act. 22-62-101, 1978) **However, if the cooperating teacher is absent, the student teacher should not be used in lieu of a substitute teacher (even if the student teacher has a substitute teacher license).** CSU-Pueblo student teachers may not serve as substitute teachers during the student teaching experience. Furthermore, student teachers should not transport pupils in their private vehicles.

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

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

Colorado State University - Pueblo carries liability insurance on its students participating in student teaching. However, we recommend that you supplement this insurance with a low cost policy through the Teacher Education Association or through your own private carrier. Note: CSU-PUEBLO's insurance will not cover charges of criminal acts related to student teaching.

### **Ethical Responsibilities**

One of the most important goals of student teaching is to develop an understanding of the moral and ethical effects of teaching. What is the relationship between the decisions we make in planning, implementing, and evaluating instruction and issues relating to equity and opportunity?

Teachers will face ethical dilemmas throughout their careers, and it is during student teaching, when styles of teaching first develop, that it is essential that you begin to develop a pattern for analyzing and reflecting on the ethical and moral consequences of teaching decisions.

Below is the *Code of Ethics of the Education Profession* adopted by the National Education Association. Other professional teaching organizations have formulated ethical guidelines, and it is your responsibility, as a professional, to become familiar with these documents.

### ***Code of Ethics of the Education Profession***

#### **Preamble**

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of the democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct.

The remedies specified by the NEA and/or its affiliates for the violation of any provision of this Code shall be exclusive and no such provision shall be enforceable in any form other than the one specifically designated by the NEA or its affiliates.

#### **PRINCIPLE I**

##### **Commitment to the Student**

The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator--

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning.
2. Shall not unreasonably deny the student's access to varying points of view.
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress.

4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
5. Shall not intentionally expose the student to embarrassment or disparagement.
6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly--
  - a. Exclude any student from participation in any program
  - b. Deny benefits to any student
  - c. Grant any advantage to any student
7. Shall not use professional relationships with students for private advantage.
8. Shall not disclose information about students obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.

## **PRINCIPLE II**

### **Commitment to the Profession**

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions that attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation to the profession, the educator--

1. Shall not in an application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.
2. Shall not misrepresent his/her professional qualifications.
3. Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.
4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.

5. Shall not assist a noneducator in the unauthorized practice of teaching.
6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
7. Shall not knowingly make false or malicious statements about a colleague.
8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or action.

*Adopted by the NEA 1975 Representative Assembly*

## **Schedule of Student Teaching**

All CSU-Pueblo student teachers are required to complete a minimum of 15 weeks (75 school days) and a minimum of 590 hours of full-time student teaching. Students seeking K-12 endorsements in music or physical education divided the experience equally between an elementary and a secondary setting. Student teaching is considered a full-time experience. Students follow the public school calendar during their semester of student teaching. However, ending dates will correspond to the university's semester. This may mean that some students in the fall semester begin their work in the classroom before the CSU-Pueblo semester begins and may complete more than 15 weeks of student teaching. Whenever it begins, all student teaching will continue until the end of the CSU-Pueblo semester. Students may not substitute teach during student teaching.

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

- All excused absences must be made up. Any hours and days missed from daily sessions must be made up at the end of the student teaching experience. There are no exceptions to this rule.
- Student teachers are required to log additional hours to reach a minimum of 590. These will include involvement in extracurricular and cocurricular activities, school and district meetings and inservices, after school and before school meetings, etc. Participation in these activities cannot be used to make up time missed during the school day or to shorten the student teaching experience.
- Absences for illness and emergencies such as the death of a relative or friend may occur during student teaching. If an illness or emergency occurs, the student teacher must call the cooperating teacher and college supervisor as early as possible. Students may ask for time to attend job interviews. However, these excused absences will need to be made up at the end of student teaching.

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

## Responsibilities during Student Teaching

### Role of the Cooperating Teacher

The role of the cooperating teacher is critical to the success of the student teaching experience. The role is a complicated one: mentor, teacher, co-teacher, coach, and colleague. It is the responsibility of the cooperating teacher to orient student teachers to the school and classroom, to provide direction, feedback and support as the student assumes teaching responsibilities, and to evaluate the student teacher's progress. The cooperating teacher works with the university supervisor, informing the supervisor of the student teacher's progress and of concerns that need to be addressed. The cooperating teacher has ultimate authority for classroom activities and for the students in her/his classroom. Cooperating teachers are eligible for CDE credit and a \$75 stipend.

Cooperating teachers are invited to a meeting that reviews responsibilities, including co-teaching, during the Capstone Seminar as student teaching begins.

Specific responsibilities of the cooperating teacher include the following:

#### *Orientation Phase*

1. Prepares the class for the student teacher, emphasizing that they will be a teaching team. It should be made explicit to students that the student teacher will have an authoritative position. In some cases the cooperating teacher may wish to send a note home to parents introducing the student teacher (or, the student teacher may want to do that once on board).
2. Delivers instruction simultaneously with the student teacher at least eleven of the teaching weeks using any one of a number of co-teaching approaches.
3. Provides a workspace in the classroom for the student teacher such as a desk or table, drawer in a file cabinet, and a place for belongings, coat, lunch, etc.
4. Orients the student teacher to the school building and introduces him/her to other teachers, the principal, and other school personnel. Assists the student teacher with opportunities to participate in other activities in the building (e.g., participation in ESL, special education, multi-age, talented and gifted, art, PE, counseling, vocational programs, or other teaching opportunities in your building).
5. Orients the student teacher to supplies, machines, media, and technology resources and procedures.
6. Makes the student teacher aware of school schedules, rules, and procedures, inservice, staffing, and faculty meetings.
7. Collects materials to make the student teacher familiar with the curriculum, including standards, texts, teacher's manuals.

8. Makes the student teacher aware of the rules (and consequences) and procedures in the classroom (e.g., keeping attendance, grades and records, bathroom routines, homework, lining up, etc.). Some cooperating teachers prepare written materials detailing rules and procedures.
9. Provides the student teacher with a seating chart or another means to become familiar with the students.
10. Provides an observing guide to be sure the first week/observing time will be valuable.
11. Shares information of the cultural, racial, economic, and learning backgrounds of students.
12. Prepares some beginning activities for the student teacher to work with individual students and small groups and to conduct routine activities (e.g., attendance) during the first days.
13. Is prepared to explain her/his teaching philosophy, goals for the classroom, and how these are related to classroom activities (management, rules, etc.).

*Phase-In/Guided Planning & Teaching*

14. Prepares, with the student, a plan for the student teacher's assumption of all responsibilities, including special duties and co-teaching roles. (see Appendix E)
15. Co-plans and co-teaches with the student teacher, reflecting on instructional strategies.
16. Discusses the type of lesson plans to be completed (including weekly plans, future unit plans).
17. Is sensitive to the readiness of the student teacher to assume new duties, and phases him/her in as soon as the student teacher is ready.
18. Develops a structure for regular communication with the student teacher, with frequent feedback and suggestions-- initially after each lesson co-taught with student teacher. This structure include some written feedback to communicate strengths and weaknesses.
19. Is aware of the interactions between the students and student teacher, and assure the student is establishing rapport. Observing the student teacher's management of the class, including time management, organization, student directions and feedback, and monitoring of student behavior.
20. Makes a point of communicating regularly with the university supervisor to keep him/her informed of the student teacher's progress. If at all possible, arrange three-way conferences after supervisor observations.

21. Is alert to early warning signs of problems and discussing them with the student teacher, university supervisor, and principal immediately, documenting these discussions when appropriate.
22. Evaluates the student teacher frequently on an informal basis; completing the mid-term and final evaluation forms on a timely basis.
23. (If desired) Develops a system for co/team teaching during this phase of the experience.

#### *Mentoring/Teaching/and Coaching Suggestions*

24. Helps the student teacher think ahead to prevent problems rather than waiting to react to them.
25. Guides the student toward a problem-solving approach and sharing experiences
26. Makes the teaching process as public as possible; discusses why specific decisions are made in planning, instructing, or evaluating.
27. Is flexible in responding to the unique and changing needs of the student teacher.
28. Is specific and concrete in giving feedback; explaining the reasons and rationale behind decisions and structuring conferences with clear objectives.
29. Encourages the student teacher to enrich her/his teaching by attempting new strategies, developing materials, and utilizing a variety of materials.
30. Encourages risk-taking by the student teacher -- in planning lessons, in attempting new strategies, and in managing the classroom.
31. Encourages the use of technology in all aspects of teaching.
32. Encourages interaction with parents through written and other means of communication.
33. Encourages supervision of volunteers in your classroom.
34. Requires active participation in staffings and student-teacher conferences, including preparation of student materials and interaction with parents.
35. Removes him/herself from the class for periods of time to allow the student teacher increasing independent control.

#### *Appraisal/Evaluation*

36. Assistance in determining student progress at mastering all performance standards is an important role of the Cooperating Teacher. Four formal evaluations become part of the student's education file: 1) four formal evaluations of the student's lesson planning and

delivery, 2) a midterm evaluation of progress in all eight goal areas, and 3) a final evaluation of proficiency on all program standards. The midterm and final evaluation are completed with the student's University Supervisor. Completion of the midterm evaluation occurs in Week 7 (Week 4 for K-12 student teachers), and completion of the final evaluation occurs during the last week of student teaching. All evaluations must be signed by the cooperating teacher, the student teacher, and the university supervisor.

### *Phase-Out of Student Teaching*

37. Helps the student teacher establish goals for learning during the last weeks of the experience.
38. Clarifies the plan for phasing-out, including plans for co- and team-teaching.
39. Shares tips about the beginning or end of the school year or about other classroom activities in which the student teacher has not had an opportunity to participate.

### **Role of the Principal**

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

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

1. Explain district and school policies and procedures, including the philosophy of the school, student rules and school discipline, schedules, staffings and referral procedures, special teachers and programs, cafeteria and playground policies, drills, acceptable attire for teachers, etc.
2. Assist the student teacher in developing professional relationships with faculty, staff, students, and the community.
3. Establish a climate of acceptance of the student teacher in the school building.
4. Assume responsibility in appraisal of the student teacher. The principal (or assistant principal) may observe the student teacher, and the cooperating teacher and university supervisor will keep the principal aware of the student's progress. The principal may give the student teacher feedback and support during student teaching.

Many student teachers ask their principals to be a reference for them when they apply for teaching positions. If they wish to do so, they should invite the principal to formally observe and evaluate their teaching. Some principals may be willing to provide them with an opportunity to participate in a "mock" interview for a teaching position.

## Role of the University Supervisor

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

1. Inform the cooperating teacher and the student teacher of all CSU-PUEBLO expectations. Note: it is ultimately the student teacher's responsibility to read this handbook and the student teaching syllabus and to understand and meet these expectations.
2. Assist the student teacher in role clarification.
3. Assist the student teacher and cooperating teacher in understanding and implementing co-teaching approaches.
4. Complete a **minimum** of six formal observations of the student teacher's teaching. These observations will be at different times throughout the experience, approximately once every two weeks (not all during the first six weeks or the last six weeks). Student teachers may not always know when a supervisor will observe, so it is critically important that the supervisor be given an accurate course schedule, be aware of what classes and activities you will assume, and be told when school or class schedules change. The supervisor may also visit once at the beginning and once at the end of student teaching to confer about the experience.

In addition, the University Supervisor will be available in the building at least a morning or afternoon each week. A meeting time will also be established for you and your cohort to meet as a group with your supervisor.

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

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

5. Complete written feedback on each observation, with suggestions for improvement.
6. Confer with the cooperating teacher and principal on a regular basis. Many supervisors will meet with you and with your cooperating teacher (together) at each visit.

7. Respond promptly to requests from either the cooperating teacher or student teacher for additional visits or conferences.
8. Assist in resolving conflicts or other problems that may arise.
9. Serve as a resource person to the student teacher and to the classroom.
10. Counsel with the student teacher concerning personal and professional concerns.
11. Share final responsibility for evaluating the student teacher with the cooperating teacher. It is the ultimate responsibility for the supervisor to assign the grade for student teaching.
12. Keep the Education Office aware of difficulties occurring during the student teaching. Improvement plans may be developed by the student teacher and his/her supervisor and cooperating teacher and must be placed in the student teacher's file in the Education Office. However, extending student teaching, changing a student's placement, and/or withdrawing a student from student teaching should be a joint decision of the supervisor, the building principal, cooperating teacher, and the Coordinator of Student Teaching/Associate Dean of Teacher Education.
13. Evaluate the student teacher's work, including lesson plans and student work, the student teaching portfolio, and other evaluations to determine whether the student teacher has mastered all standards required for recommendation for licensure.
14. Submit all completed forms, including the final report and grade for student teaching to the Coordinator of Student Teaching.

### **Role of the K-12 Advisory Board (Site Council)**

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

1. Expectations for student teachers and student teaching requirements.
2. Criteria for placements for student teachers.
3. Roles of the cooperating teacher and university supervisor, including training efforts.
4. Educational materials used in the student teaching program.
5. Evaluation systems for student teachers, cooperating teachers, and university supervisors.
6. Resources needed for student teachers and cooperating teachers.

7. Feedback on the student teaching program.
8. Research and/or curriculum development of mutual interest.

## **Role of the Student Teacher**

### *General Responsibilities of the Student Teacher*

1. **Attendance Policy:** In the event of an unavoidable absence, the student teacher must notify the cooperating teacher as soon as possible at his/her home, your university supervisor, and the office at the school. Student teachers may take time off for job interviews if arrangements are made in advance with the cooperating teacher, the principal and the university supervisor. Other excused absences include illness and emergencies such as the death of a relative or friend. All excused absences must be made up. Any hours and days missed from the daily session must be made up at the end of the student teaching experience. **There are no exceptions to this rule.**

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

In addition, a student teacher should:

2. Report any schedule changes or unscheduled school closing immediately to the university supervisor. If the student teacher cannot locate the supervisor, a message should be left with the Education Office (549-2681).
3. Become informed about the students, curriculum, and procedures of the school and classroom. The cooperating teacher's first responsibility is to the students under his/her care. To provide for reasonable consistency in the classroom, the student teacher should maintain the classroom routines and procedures established by the cooperating teacher. He/she should accept and follow through on suggestions concerning materials to be taught, techniques of teaching, and classroom management. Although the student teacher is not expected to be a carbon copy of the cooperating teacher, the cooperating teacher should first approve any significant changes in procedures.
4. Establish good lines of communication with the cooperating teacher, building principal, and university supervisor. Ask questions; ask for feedback, and make others aware of concerns, taking advantage of their knowledge and experiences as your resources.
5. Follow the school's rules, policies, and local standards of dress and behavior and always conduct him/herself in a mature, responsible, and professional manner.
6. Plan adequate time to prepare for the classroom. Student teaching is a full-time job. If a student teacher must be employed, hours should be limited. Activities that may interfere with

the student teacher doing his/her best should be curtailed. Remember! Student teaching is a full-time job!

7. Follow the cooperating teacher's schedule and the school calendar for the district.
8. Participate in all activities expected of the classroom teacher, including inservices, faculty meetings, and parent teacher conferences. Assume all special duties of the cooperating teacher (hall monitoring, playground supervision, cafeteria duty, etc.).
9. Cooperate at all times with teachers and administrators.
10. Be professional. Accept criticism and suggestions with a positive attitude, understanding that feedback is intended to help her/him grow professionally.
11. Avoid all gossip and criticism of the school, cooperating teacher, students, or university supervisor. Student teachers are guests in the classroom and the school. Concerns should certainly be shared with an appropriate professional (cooperating teacher, principal, supervisor, Associate Dean of Teacher Education, etc.). However, comments about what occurs in the classroom, about individual students, or about the teacher should remain between the student teacher, cooperating teacher, and supervisor. Do not share this most private information with friends and relatives.
12. Understand the ethical consequences of performance as a teacher and act responsibly.
13. Understand her/his role as an advocate for all children. Concerns about the safety or about the status of individual children should be shared immediately with the cooperating teacher. Be aware of the mandatory reporting responsibilities of teachers and the procedures in the school.
14. **Attire and Behavior:** Student teaching is an appropriate time to demonstrate professional behaviors. Professional behaviors include arriving on time, dressing appropriately, speaking respectfully to K-12 students, as well as school personnel, and being sensitive to how teachers' words and actions affect others.

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

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

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

16. Prepare written plans for all lessons to be taught. See the following section for more details about this responsibility.
17. Co-plan and co-teach with the student teacher as well as reflect on instructional strategies that were used.
18. Display enthusiasm and interest in all phases of the teaching experience.
19. Take risks in planning and teaching. Attempt new approaches and try new strategies.
20. Attend all student teaching/capstone seminars. Absences will require make-up work.
21. Complete all requirements detailed in the Student Teaching Syllabus.
22. At the end of student teaching, thank the cooperating teacher, the principal, the university supervisor, and others who assisted him/her in becoming a successful teacher.
23. Remember that all children can learn and teach accordingly.

## **Assuming the Role of the Teacher**

### **Planning and Evaluating Instruction**

Planning is a critical component for effective teaching and learning. Student teachers should follow these steps in perfecting their planning skills:

- ◆ Study the curricular materials that the cooperating teacher provides, including the school district's curriculum standards, to understand how the learning experiences planned during their assignment fit into the larger perspective of what has been taught in the past and what will be introduced in the future.
- ◆ **Prepare all plans in writing prior to teaching. If they do not prepare, they may not teach!** Although experienced teachers may teach effectively from brief notes, writing out plans in detail compels student teachers to clarify their own thinking about appropriate objectives, teaching/learning activities, and evaluation procedures. Requiring detailed plans is one of the most important strategies teacher educators have found to prepare student teachers to become fluent at implementing successful lessons. University instructors have taught a variety of lesson formats -- direct instruction lessons, inquiry and discovery lessons, etc. Any of these formats may be used. However, all lesson plans should include:
  - ✓ Standards addressed in the lesson
  - ✓ Objectives/Evaluation Strategies (these should match!)
  - ✓ Approach/Specific strategies for focusing students' attention (anticipatory set), tying new concepts to prior knowledge (activating prior knowledge), and assuring closure

- at lesson's end. The supervisor or cooperating teacher may require the student teacher write the lesson objective on the chalkboard
- ✓ All materials and hand-outs needed (materials for students should be attached)
  - ✓ Teacher behaviors (this will vary with the lesson, but may include questioning strategies, input such as reading materials or notes, specific requirements for groups, points at which they will check for understanding, how they might guide or direct student practice, special strategies for active participation such as choral responding, differentiation approaches, etc.)
  - ✓ Strategies for assuring learning for diverse learners (monitoring strategies? questioning? materials adaptation?)

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

- ◆ Learn to complete daily plan books to schedule learning activities within class periods and across the day and week. During student teaching they should practice a variety of lessons, utilizing a variety of teaching/learning strategies. They will also be required to plan and implement a multi-week unit.
- ◆ Reflect on their plans. They may write notes based on student outcomes of their lesson's strengths and suggestions for improvements.
- ◆ **Keep a notebook or folder system containing all plans, prepared materials, assessments, and samples of student work (with comments).** This **must** be available to the cooperating teacher and the university supervisor. If student teacher knows when the supervisor will be observing, they should make a copy of the lesson plan(s) available to her/him. Some of the teaching plans will be placed in the student teaching portfolio.

## **The Process of Becoming a Teacher**

### *Co-Teaching (Additional information is located in Appendix E.)*

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

- A. It is important that the student teacher assume all of the responsibilities of the classroom teacher independently during the semester – from planning, to instruction, to assessment, to management. However, this co-teaching model requires the pair to work together, following a number of different co-teaching strategies, to plan and deliver instruction assuming different roles.
- B. Co-teaching requires a great amount of co-planning, communication between the student teacher and the cooperating teacher, and reflection afterward.

- C. In order to ensure that the student teacher can meet all performance standards and have a realistic view of first year teaching, it is important that he/she assume all responsibilities for a period of time. Based on information from cooperating teachers and student teachers, this should be a period of at least 3 weeks. During this period, the cooperating teacher and student teacher should continue to deliver instruction simultaneously. Non-teacher duties such as hall or playground supervision should become the sole responsibility during the semester, not ‘co-duties’.
- D. The time frames may be compressed or extended according to student teacher readiness. Music and Physical Education student teachers will need to adjust these guidelines to fit their schedules.

### ***Outline of a Possible Schedule***

The following schedule is recommended for phasing into the role of full-time teacher. All responsibilities must be assumed for a significant period of time during student teaching. However, the time frames may be compressed or extended according to student teacher readiness. Music and Physical Education student teachers will need to adjust these guidelines to fit their schedules. All student teachers should work with their supervisor and cooperating teacher to develop a plan for assumption of responsibilities during the first two weeks of the semester. Capstone Seminar begins outside of the formal student teaching classroom hours at the beginning of the experience and continues throughout the semester.

#### ***Week 1                      Goal: Orientation, Observation, and Participation\****

The student teacher should:

1. Become oriented to the arrangement of the building and the location of different offices and services, such as the teachers' workroom, the media center (and equipment), the nurse's office, etc. A map is helpful, if available. Information about building regulations and practices, including attendance rules, dress expectations, safety procedures (fire drills, playground supervision, etc.), hall or library passes should be acquired.
2. Become acquainted with other school personnel and services provided by the district (technology, counseling, special services and programs) and extracurricular opportunities. Understand the organizational structure of the school and school district.
3. Observe and understand the classroom rules and their consequences and classroom administrative and procedural routines (checking attendance, distributing materials, preparing materials, lining up, bathroom breaks, recess, etc.).
4. Become acquainted with the students in the classroom. Examine records and individualized plans and become familiar with backgrounds, interests, and learning characteristics.

5. Examine the curriculum texts and instructional programs and materials used in the classroom. Understand the district standards for the content and levels they will teach.
6. Observe the cooperating teacher as she/he instructs and manages the class. Be aware of student-teacher and student-student interactions, the level of questioning, the manner in which the teacher gives feedback and individualizes activities. Ask questions about their observations.
7. Begin to plan the long-range plans (e.g., units) they will implement. Discuss these plans with the cooperating teacher to get guidance and begin this planning process.
8. Implement some activities with students. Monitoring and working with small groups, grading, assisting individuals, and implementing structured activities such as spelling dictation, drills, or introduction to media are good examples of experiences which will help student teachers become familiar with the students, curriculum, and teacher expectations and will also give them the opportunity to establish their role as teachers.
9. Establish rapport with students. Engage students in conversations, ask questions, make comments, and give feedback.

***Weeks 2 - 9                      Goal: Guided Teaching***

During these weeks the student teacher should assume more responsibility by phasing in a class at a time until full participation is reached, moving from co-planning and teaching toward independent planning and teaching. During this phase he/she should expect daily evaluation/feedback on lesson plans, organization, and classroom management. The cooperating teacher will advise in the development of unit plans, daily plans, tests and other materials. Many student teachers and cooperating teachers team-teach during this time and at the end of student teaching, as the cooperating teacher is phased back into the classroom.

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

***Weeks 10-13                      Independent Teaching***

During this period a student teacher assumes all of the teacher's responsibilities (including special duties). Co-teaching and Team Teaching strategies are encouraged throughout the semester with the leadership/responsibility role transitioning from cooperating teacher to student teacher then back to cooperating teacher.

## *Weeks 14-15*      *Phase Out of Student Teaching*

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

## *Week 16 –*              *Make Up Any Absences*

### **Other Professional Responsibilities**

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

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

## **Creating a Community of Learners**

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

### **Meet/Discuss Teaching Regularly**

Feedback from your cooperating teacher will be on going and will provide the student teacher with input needed to continue to grow during the semester. Establish regular conference times -- before or after school, during prep periods, etc. Meetings will probably occur both daily and weekly to discuss progress. To take advantage of these opportunities to learn, the student teacher should:

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

### **Utilize the University Supervisor**

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

### **Self-Reflection and Professional Growth**

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

On the other hand, according to Dewey, *reflective action* is "behavior which involves active, persistent, and careful consideration of any belief or practice in light of the grounds that support it and the further consequences to which it leads." Reflective action requires open-mindedness, responsibility, and wholeheartedness. You must consider a variety of perspectives and alternatives, and be willing to question current practice, your own practice, and your own

preconceptions and even strong beliefs. This open-mindedness is absolutely critical to be able to analyze one's own teaching and to reflect on the success of current practices (Zeichner, 1981).

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

## **Development of Reflective Teaching**

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

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

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

### ***Reflection on Formal Evaluations***

The university supervisor will complete a written evaluation at each observation. Student teachers should clarify any feedback they do not understand, ask questions, and utilize this information to improve your practice. Near the end of the semester, the student teacher will submit her/his portfolio to the supervisor. Based on the portfolio, observations of teaching, and

information from the cooperating teacher's evaluation, the supervisor will complete the *Final Evaluation of Professional Standards*, which will form the basis of the grade for student teaching. This document, like the *Student Teacher Progress Indicators* and your supervisor's formal evaluations, will become a part of the student teacher's permanent file in the TEP office. Copies of these evaluation forms are included in the Appendices of this handbook

### ***References Cited***

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

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

## **Ongoing Appraisal and Formal Evaluation**

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

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

### **Conferences**

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

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

1. Conduct the conference in a private place, removed from the hearing of students or other faculty.
2. Have a specific purpose or objective for the conference and clearly identify it at the beginning of the conference.

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

### **Feedback during Evaluation**

Feedback from the cooperating teacher and university supervisor may be the most critical source for student teacher growth. Verbal and written feedback should occur routinely during student teaching, and mid-term and final formal evaluations summarize the student teacher's strengths and weaknesses at important points during the experience.

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

#### ***Effective Feedback***

1. Provide feedback as soon after an observation as possible. Immediate feedback is the most effective at changing teaching behaviors. For student teachers, conferences immediately after a lesson or at the end of the day may be best.
2. Evaluate whether this is a "teaching moment" for the student teacher. If the student teacher is emotional, the opportunity to calm down and self-reflect may be the best alternative.
3. Be as specific and as objective as possible in giving feedback. Be prepared with specific examples, script notes, etc. "Be more animated" or "monitor more closely" aren't specific comments.
4. Be descriptive and not evaluative. Describe rather than judge.
5. Direct your feedback toward behaviors the student teacher can influence and change, not those out of his/her control. Sometimes student teachers need assistance in understanding how behaviors may become under their control (e.g., students not completing homework may be seen as not under their control because of lack of parental support).

6. Understand who benefits from the feedback, and determine that the feedback you want to give will benefit the student teacher and not just the cooperating teacher/university supervisor.
7. Be sure that the student teacher understands your feedback. Check for understanding.
8. Ask open-minded, honest questions to encourage the student teacher to analyze and reflect on the situation under discussion, as well as his/her decision-making.
9. Be sure that your feedback leaves the student teacher with the understanding that she/he has the ability to achieve success.

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

### **Student Teaching Seminar**

A series of seminars have been planned to enhance the student teaching experience. The purpose of some is to prepare students for a successful student teaching: to clarify requirements, to assist you in the development of the student teaching portfolio, and to provide opportunities to share experiences. Others are structured to give assistance in finding and securing the first teaching position: preparing resumes and letters of application, developing a job portfolio, and interviewing successfully. During the spring semester, CSU-PUEBLO will coordinate a job fair at which candidates may interview for positions with school districts across Colorado, as well as some from out-of-state. In addition, some seminars will focus on educational issues of particular interest to student teachers, with topics not covered elsewhere in the teacher preparation program. These will occur after school hours (with the exception of the Spring job fair).

### **Student Teaching Syllabus**

A syllabus detailing all requirements for student teaching will be distributed during the Capstone Seminar, and student teachers should share the document with you. Please ask for clarification of your responsibilities with the university supervisor. All student teaching assignments are aligned with performance standards, and the requirements in the syllabus are not negotiable.

### **Problems during Student Teaching**

All student teachers will make mistakes, will have lessons that are less than successful, and will require constructive feedback and support at some point in their program. It is the responsibility of the cooperating teacher and the university supervisor to give the student teacher constructive feedback about his/her performance and to make sure the student teacher realistically

understands when he/she is making adequate progress. If difficulties do occur, it is important that they be identified as early as possible in student teaching and that the student teacher, cooperating teacher, and university supervisor are all aware of the specific deficiencies. Once identified, help should be provided to support the student teacher. The student teacher should never be surprised with poor formal evaluations weeks later and should be given the opportunity to gain assistance to reach the appropriate level of competency.

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

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

## **Working during Student Teaching**

Student teaching is more than a full-time job. Assuming all responsibilities for planning, teaching, and grading will require work after school and on weekends. Because of this, CSU-Pueblo does not allow students to enroll in any course work during the student teaching semester. It is unrealistic to plan to work 20-40 hours a week and still be successful in student teaching. Therefore, students will not be allowed to work more than 20 hours a week during the student teaching semester. It has been our experience that heavy workloads (including coaching) have been one of the top reasons for student failure during the semester. Students must disclose their work schedule on their application to student teaching and must apprise their supervisor of any changes to that schedule. Failure to do so may be grounds for dismissal from student teaching.

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

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

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

## **Extending Student Teaching**

In a very few cases, the student teacher may have difficulties acquiring all the standards required of beginning teachers, but the team believes that the student teacher may acquire the necessary skills if the experience is lengthened. The cooperating teacher, university supervisor, and student teacher should make this decision, with input from the building principal and Coordinator of Student Teaching. If student teaching is extended, an *Intervention Plan* must be developed. Failure to meet the competencies outlined in the *Intervention Plan* or to complete an extended student teaching would result in the student failing student teaching.

### ***Intervention Strategies***

Effective intervention plan strategies may include:

1. More support for planning, stronger co-planning of teaching-learning activities.
2. Slower transferring of authority for classes.
3. Team-teaching during lessons.
4. Modeling of specific management strategies.
5. Requiring more detailed plans or more details of specific portions of the plans (e.g., details of how to gain active participation and questioning strategies).
6. Providing more support by more frequent conferencing; providing positive feedback on progress.
7. Requiring self-monitoring of specific teaching behaviors.

8. Identifying out-of-school activities which are competing for the student teacher's time (e.g. work, childcare, etc.) and developing a plan to limit the problems. If work interferes significantly with success in student teaching, the student teacher may be asked to limit or stop working or to withdraw from student teaching and complete the experience when work will not interfere with their success (see above).

## **Removal from Student Teaching**

### ***Significant Signs for Difficulties***

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

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

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

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

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

### **Withdrawal from Student Teaching**

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

However, if it is best for the student teacher to withdraw, the university supervisor will assist in the process. Information about the reasons for withdrawal, usually a letter from the student teacher, should be placed in his/her permanent education file.

### **Reapplication for Student Teaching**

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

### **Change of Placement**

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

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

# **Appendix A**

## **Scheduling Forms**

### STUDENT TEACHER CLASS SCHEDULE

Student \_\_\_\_\_ Cooperating Teacher \_\_\_\_\_ School \_\_\_\_\_

Times	Monday	Tuesday	Wednesday	Thursday	Friday
	Subject: Room:	Subject: Room:	Subject: Room:	Subject: Room:	Subject: Room:
	Subject: Room:	Subject: Room:	Subject: Room:	Subject: Room:	Subject: Room:
	Subject: Room:	Subject: Room:	Subject: Room:	Subject: Room:	Subject: Room:
	Subject: Room:	Subject: Room:	Subject: Room:	Subject: Room:	Subject: Room:
	Subject: Room:	Subject: Room:	Subject: Room:	Subject: Room:	Subject: Room:
	Subject: Room:	Subject: Room:	Subject: Room:	Subject: Room:	Subject: Room:
	Subject: Room:	Subject: Room:	Subject: Room:	Subject: Room:	Subject: Room:
	Subject: Room:	Subject: Room:	Subject: Room:	Subject: Room:	Subject: Room:

### PLANNING FOR TEACHING SCHEDULE

Student \_\_\_\_\_ Cooperating Teacher \_\_\_\_\_ School \_\_\_\_\_

(Indicate changes/additions and subtractions from the preceding week.)

Week	Monday	Tuesday	Wednesday	Thursday	Friday
<b>One</b>	Subject/Time:				

Week	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Two</b>					

Week	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Three</b>					

Week	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Four</b>					

Week	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Five</b>					

Week	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Six</b>					

<b>Week</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Seven</b>					

<b>Week</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Eight - Thirteen</b>					

<b>Week</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Fourteen</b>					

<b>Week</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Fifteen</b>					

**Appendix B**

**Observation & Evaluation Forms**

PID \_\_\_\_\_

**CSU-Pueblo Teacher Education Program  
Cooperating Teacher Lesson Observation**

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Student Teacher	Cooperating Teacher	Date
University Supervisor	School	Grade/Subject

**Directions:** For the purpose of completing this form, please observe the intern for a period equivalent to one entire lesson. Please provide specific feedback on the intern's performance based upon CSU-Pueblo Teacher Education Goal Areas. Goal 1 = Management; Goal 2 = Content Knowledge; Goal 3 = Sensitivity to/Meeting Needs of Diverse Learners; Goal 4 = Assessment; Goal 5: Pedagogy, Planning, and standards-based Instruction; Goal 6: Reflection and Professional Growth; Goal 7 = Collaboration; Goal 8 = Professionalism, including oral and written proficiency

**Section One:** Citing specific Goal Areas, comment on the **strengths** of the lesson.

Goal Areas Cited	Comments
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**Section Two:** Citing specific Goal Areas, provide recommendations for **improvement** of teaching performance.

<b>Goal Areas</b>	<b>Comments</b>

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\_\_\_\_\_

Cooperating Teacher

Student Teacher

PID \_\_\_\_\_

**CSU-Pueblo Teacher Education Program**

**University Supervisor Lesson Evaluation**

\_\_\_\_\_  
Student Teacher

\_\_\_\_\_  
Cooperating Teacher

\_\_\_\_\_  
Date

\_\_\_\_\_  
University Supervisor

\_\_\_\_\_  
School

\_\_\_\_\_  
Grade/Subject

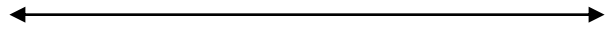
**1=Unsatisfactory**

**2=Developing**

**3=Competence**

**4=Exceeds Competence**

**Goal 1: Community of Learners**



1

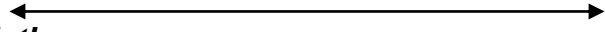
2

3

4

Comments:

**GA 2: Content Knowledge/Literacy & Math**



1

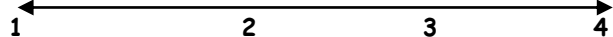
2

3

4

Comments:

**GA 3: Diverse Learners**



1

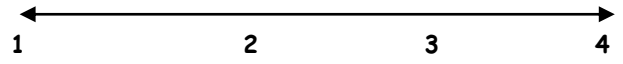
2

3

4

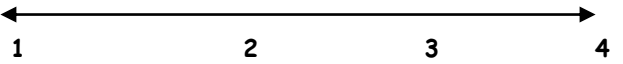
Comments:

**GA 4: Assessment**



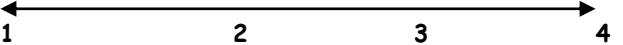
**Comments:**

**GA 5: Pedagogy**



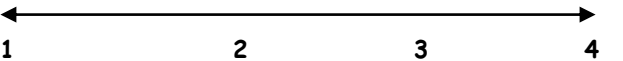
**Comments:**

**GA 6: Theory to Practice**



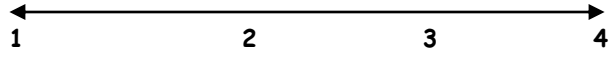
**Comments:**

**GA 7: Collaboration**



**Comments:**

**GA 8: Professionalism and Ethics**



**Comments:**

Is an *Intervention Plan* necessary for this student? Yes \_\_\_\_\_ No \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Student Teacher

\_\_\_\_\_

Cooperating Teacher

Supervising Teacher

### CSU-Pueblo Teacher Education Program Midterm Evaluation

**Directions:** This form is to be filled out collaboratively between the university supervisor and the cooperating teacher. To determine proficiency, all documents are to be reviewed during the completion of this form. These include: cooperating teacher lesson evaluations, supervising teacher evaluations, student teacher lesson plan book and portfolio (with the teacher work sample). The CSU-Pueblo Student Teaching Evaluation Rubrics will need to be used in determining a student teacher's performance. **Goals 1-7: 1 = Basic 2 = Developing Goal 8: 1 = Basic, 2= Developing, 3 = Proficient, 4 = Advanced**

<p><b>GA 1: Community of Learners</b> (constructs developmentally appropriate learning environment, uses a variety of intervention strategies, anticipates and responds to multiple dimensions, assures democratic classroom, positive classroom management, time management, motivates, shares decision making, includes individual, cooperative and competitive learning activities)</p>	1	2
<p><b>GA 2: Content Knowledge</b> (assesses reading and writing to guide instruction, uses content area reading and literacy strategies, promotes literacy environment and writing process, uses Colorado standards, strong content knowledge, promotes problem solving, reasoning, critical thinking, sound communication skills, uses interdisciplinary teaching)</p>	1	2
<p><b>GA 3: Diverse Learners</b> (teaches whole child, uses multiple perspectives, connects instruction to students' lives, individualizes, follows IEP's, promotes equity, examines personal bias, follows the law, modifies instruction, teaches tolerance, tolerates no indignities, differentiates instruction, fair, sensitive, uses resources)</p>	1	2
<p><b>GA 4: Assessment</b> (uses valid, reliable ongoing assessment, aligns assessments with standards, uses variety of formal and informal assessment, uses data to improve achievement, communicates assessments, accountable for each child's learning, involves children in the assessment process, uses technology in data collection and analysis, raises achievement of all)</p>	1	2
<p><b>GA 5: Pedagogy</b> (learner centered, uses variety of instructional strategies, sound long term plans, interdisciplinary teaching, varies instructional role, understands how children learn, teaches thinking and learning, monitors and adjusts teaching, applies technology, collaborates, uses standards based instruction, effective feedback, promotes literacy)</p>	1	2
<p><b>GA 6: Theory to Practice</b> (understands and responds to federal and state laws, makes democratic, equitable teaching decisions, teaches from sound personal philosophy, collaborates, uses research and professional literature, asks important teaching questions and seeks answers, states positions on educational issues)</p>	1	2
<p><b>GA 7: Collaboration</b> (involves parents and community, communicates assessments, uses technology to manage information, makes links within the school to support faculty on behalf of the student, establishes rapport, acts as a student advocate, develops and sustains the cohort, participates equally in a team, participates in collegial activities)</p>	1	2

**GA 8: Professionalism and Ethics** (ethical, strong work ethic, punctual and on time, honest, has integrity, caring, advocates teaching, accepts input/constructive criticism, flexible, open-minded, well groomed, professional dress, speaks, writes and listens at a professional level, participates in professional organizations, excited about teaching)

1

2

3

4

\_\_\_\_\_  
Student Teacher

\_\_\_\_\_  
Cooperating Teacher

\_\_\_\_\_  
Supervising Teacher

### CSU-Pueblo Teacher Education Program

## Student Teaching Plan for Improvement

**Related Goal(s)/Standard(s):**

**Goals:**

**Action Steps:**

**Deadline for Review:**  
**Comments at Review:**

\_\_\_\_\_  
Student

PID

\_\_\_\_\_  
Faculty Member

Date

**CSU-Pueblo Teacher Education Program  
Student Teaching Final Grade Assignment**

St. Teacher \_\_\_\_\_ PID \_\_\_\_\_

School/Subject Area \_\_\_\_\_

**Overall Grade Assignment**

- \_\_\_\_\_ **A** Excellent performance in all areas. All evidence indicates that the student teacher earning an "A" will be successful as a first year teacher, performing effectively and independently in all areas on the CSU-Pueblo standards. An "A" student may need professional development on unique district curricula or programs. A student receiving a grade of "A" has completed all responsibilities of student teaching and of the university at excellent levels of performance.
- \_\_\_\_\_ **A-** Excellent performance. Evidence indicates that the student teacher would be successful as a beginning teacher, performing proficiently on all standards at the completion of student teaching. However, the student may still need support of mentoring in at least one area. This support or mentoring would be typical for first year teachers who are well prepared. A student receiving a grade of A- has completed all responsibilities of student teaching and of the university at high levels of performance, though this might not be consistent throughout the experience.
- \_\_\_\_\_ **B+** Good performance. The preponderance of evidence indicates that the student teacher was proficient in all or a sufficient number of standards at the end of student teaching to be a successful first year teacher.
- \_\_\_\_\_ **B** However, one or more areas may not show consistent excellence and may require continuing support for the first year teacher to be independent and consistently successful. A student teacher might also receive a grade in the "B" range if he/she completed the supervisor's of the university's requirements adequately, but not at an "A" level.
- \_\_\_\_\_ **B-**
- \_\_\_\_\_ **C+** Satisfactory Performance at the completion of student teaching. A supervisor will assign a grade in the "C" range if s/he believes that the student teacher will not be a successful, independent beginning teacher in one or more areas, even with the typical support schools offer beginning teachers. A student teacher receiving a grade in the "C" range may perform at a proficient level on the majority of standards, and even all of the standards, at the completion of student teaching, but this performance may not be consistent enough for supervisors to be able to predict future success. A student may receive a grade in the "C" range if s/he is proficient, or even advanced, in all areas but has not completed routine or assigned requirements. Student teachers receiving a grade in the "C" range may or may not be recommended for licensure based on the individual's performance.
- \_\_\_\_\_ **C**
- \_\_\_\_\_ **D** Poor/Failure Performance at the completion of student teaching. A student teacher who has been removed from student teaching must receive a grade in this range. Students receiving a grade of D or F are never recommended for licensure.
- \_\_\_\_\_ **F**

\_\_\_\_\_  
Student Teacher (Signature)

\_\_\_\_\_  
Date

---

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University Supervisor (Signature)

Date

PID \_\_\_\_\_

Date \_\_\_\_\_

**CSU-Pueblo Teacher Education Program  
Statement of Standards Not Met**

**Directions:** Please list each *Goal* in which the student did not reach proficiency and the number of the specific standard(s) within the *Goal Area* that was/were not demonstrated. Please communicate all concerns in the *Comments* section. An earlier *Intervention Plan* must be in the student's file for each standard not met at the completion of student teaching.

Goal	Standard(s) Not Met	Comments

\_\_\_\_\_  
 \_\_\_\_\_  
 Student Teacher

\_\_\_\_\_

Cooper

# **Appendix C**

## **Weekly Learning Log**

## Weekly Learning Log

Student Teacher \_\_\_\_\_ Date \_\_\_\_\_

Describe the new teaching activities you undertook this week.

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

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

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

Other comments or questions for your supervisor:

## **Appendix D**

### **Placement Criteria for Student Teaching**

## Placement Criteria for Student Teaching

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

Attached to this document are critical attributes of partner schools developed in a four-part process beginning in Summer 1999. Steps included: 1) review of the literature concerning partnership schools and professional development schools, including NCATE *Standards for Identifying and Supporting Quality Professional Development Schools* (1999) and *Performance-Based Standards for Colorado Teachers* (2000); 2) input from three advisory groups of K-12 teachers and administrators; 3) advice from university supervisors; and 4) review and adoption by the teacher education faculty and CSU-Pueblo's interdisciplinary *Teacher Education Board*. Included in the policy are characteristics that would result in the most positive environment for preparing student teachers. It is our vision that these attributes would become central components of a partnership and would evolve as the partnership developed.

### Process for Placement of Student Teachers

Placing student teachers is a joint responsibility of the school and Colorado State University - Pueblo and should result in a match between the needs of individual student teachers and the strengths of available classroom teachers. Successful placements require successful teachers who have an interest in preparing new teachers. Also attached are criteria to be used in selecting cooperating teachers. These criteria, adopted in the same process described earlier for selecting partner schools, are guidelines for principals and CSU-Pueblo faculty to use as they match student teachers with master teachers. Major steps in this process should include:

1. The building principal must first identify a pool of cooperating teachers from which to match. At least six prospective teachers would be a sufficient pool at an elementary building.
2. The teacher education faculty member who will supervise students in the building would then meet with the principal or his/her designee to assist in matching teachers with student teachers. Faculty will have information to share with the principal about student preferences for grade levels and about specific strengths and needs of prospective student teachers. A partnership approach in matching students and master teachers is essential to successful placement.
3. Prospective cooperating teachers must agree to accept a student teacher, understanding the responsibilities of the student teaching experience. It is the responsibility of the university to provide information to the principal or directly to the teacher that explains requirements for student teaching and ensuring that cooperating teachers are knowledgeable about their role. These include:
  - ✓ Assistance in preparing student teachers to meet all teacher preparation standards. To demonstrate that they meet all state standards at high levels, student teachers are required to develop and implement different types of learning activities (e.g., direct instruction, cooperative/collaborative learning, inquiry lessons . . .) as well as their own unit plans. Although they need support and assistance throughout the experience, all student teachers

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

- ✓ Student teacher completion of *Teacher Work Samples*. In meeting the Colorado Department of Education requirements for licensure, CSU-Pueblo assigns teacher work samples during the semester. This will require students to develop and implement a standards-based unit of instruction in which the student does independent planning, implements ongoing assessment, modifies instruction so that all learners succeed, and reflects on teaching and learning throughout. The entire project, including student work samples, may ultimately be reviewed by personnel from CDE to provide documentation that the student teacher has met state standards. The unit requires independent planning (not merely following scripted lessons developed by others, including basals).
- ✓ Participation of student teachers in group meetings during student teaching. Regularly scheduled meetings at times agreed upon by cooperating teachers and the university supervisor are a required part of the student teaching experience. Student teachers also attend periodic seminars on the CSU-Pueblo campus. A schedule of these is included in the *Cooperating Teachers Handbook*.
- ✓ Assistance with more extensive evaluation activities during the semester. As part of the continuing development of the student teaching program, the faculty will be conducting more extensive evaluation of the student teacher, requiring collaboration with the cooperating teacher.
- ✓ Assistance in meeting technology performance standards. CSU-Pueblo and its partner school districts are fortunate to have funding to assure that all teachers meet new state technology performance standards at high levels. These standards are rigorous and involve integration of technology to raise student achievement.
- ✓ Co-teaching and co-planning between the cooperating teacher and the student teacher. As part of the continuing development of the student teaching program, student teachers are required to collaborate closely with cooperating teachers and deliver instruction using one or more of five co-teaching approaches (see Appendix E).

Because teacher education requires cooperating teachers to assume more responsibilities than previously, all cooperating teachers will be invited to participate in a meeting focusing on requirements of student teaching, co-teaching, and mentoring and supervising. This meeting will usually be held during the Capstone Seminar.

### ***Advantages for the Partner School***

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

- ✓ Access to a curriculum lab with curricular and instructional resources for use in the classroom. These include elementary and secondary materials, as well as professional resources in all academic areas.
- ✓ Access to technology resources available through two recent federally funded grants. These include hardware, peripherals, and software.
- ✓ Assistance from an instructional-technology expert, who will work with students and teachers upon request with integrating technology to strengthen student achievement.
- ✓ Experience working with energetic, idealistic, new teachers.
- ✓ Opportunities for early field experience students from CSU-Pueblo education methods courses.
- ✓ Honoraria, possibilities of credit towards licensure renewal, and participation in a cooperating teachers day on the CSU-Pueblo campus.
- ✓ Access to university faculty for consultation and assistance.
- ✓ Support for building a school-wide *Communities of Learners* model of education.
- ✓ Satisfaction of assuring quality beginning teachers in each classroom in southern Colorado.

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

### **Critical Attributes of a Partner School**

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

#### **Indicator 1: The school community embraces the *Democratic Ideal of Education*,**

##### **respecting diversity, assuring equity and equal opportunity.**

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

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

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

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

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

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

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

**Critical Attributes of a Cooperating Teacher**

*The following characteristics are required for all Cooperating Teachers*

1. Possession of a Colorado Professional license or Master certificate.
2. Teaching in the area in which he/she is licensed.
3. Three years of successful teaching experience.
4. Completion of a successful student teaching experience (minimum 8 weeks).
5. Recommendation of both the school principal and university supervisor prior to student teacher placement.

Teachers with National Board Certification should be strongly considered.

**The following characteristics have been adopted as critical attributes shared  
by Master Cooperating Teachers**

- 1. The Cooperating Teacher possesses strong content knowledge in all areas for which the teacher has responsibility.**
- 2. The Cooperating Teacher embraces the *Democratic Ideal of Education* in his/her classroom, respecting diversity, assuring equity and equal opportunity.**
  - All children can and do succeed at high levels in his/her classroom.
  - The Cooperating Teacher believes that all children can learn and acts consistently with that belief, with high expectations for all students, including the student teacher. The Cooperating teacher does not give up on a student.
  - Class, race, and gender do not factor into student achievement differences.
  - Parents are an important part of the life of the classroom.
- 3. The Cooperating Teacher models standards-based best practices in curriculum and instruction, assessment, and classroom management.**
  - District, national, and/or state standards are the foundation of the curriculum for long and short-term planning, and instruction and assessment are aligned with standards.
  - The Cooperating teacher matches instruction to individual learner needs.
  - The Cooperating Teacher provides a safe, positive environment that supports high rates of positive student behavior and autonomous student learning.
  - She/he uses data to continually improve the educational process.
  - Language and literacy are integral parts of the classroom community.
- 4. The Cooperating Teacher embraces reform and innovation to assure student achievement.**
  - Innovative instruction is encouraged and rewarded, and a variety of instructional best practices are modeled.
  - Technology is integrated into all aspects of instruction and management to raise student achievement.
  - The Cooperating Teacher demonstrates commitment to the profession through professional development, participation in ongoing reform in the school, and leadership in professional activities outside the classroom.
- 5. The Cooperating Teacher develops a *Community of Learners* for all, including the student teacher.**
  - The Cooperating Teacher models caring toward students, parents, and others in the classroom and school.
  - The Cooperating Teacher models high professional and personal ethics and a strong teaching work ethic.

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

## **APPENDIX E**

### **Co-Teaching Information**

# **A STUDENT TEACHER’S MODEL FOR CO-TEACHING<sup>1</sup>**

## **I. THE CORNERSTONE: A PHILOSOPHIC BASIS**

The members of successful co-teaching teams share several common beliefs, which constitute a philosophy or a system of principles that guide their practice.

## **II. INDIVIDUAL PREREQUISITES**

- A. Co-teachers have personal characteristics that enable them to work effectively with another adult.
- B. Co-teachers have sets of common knowledge and skills

## **III. THE PROFESSIONAL RELATIONSHIP**

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

## **IV. CLASSROOM DYNAMICS**

- A. Co-teachers clearly define classroom roles and responsibilities
- B. The co-teachers’ instructional interactions reflect their interpersonal relationship.
- C. The curriculum in co-taught classrooms explicitly address academic, developmental, compensatory, and life-skills and reflects the needs of students in the class.
- D. Co-teachers monitor and continually reflect upon their efforts.

## **V. EXTERNAL SUPPORT**

- A. Administrators support co-teaching
- B. Appropriate professional development activities enhance co-teaching

## **PERSONAL PHILOSOPHIES**

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

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

Respond to the following:

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

## **THE PROFESSIONAL RELATIONSHIP**

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

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

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

## CHECKLIST FOR CO-TEACHING

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

\_\_\_\_\_ **Instructional content and outcomes**, including topics being taught and priorities for what students should learn.

\_\_\_\_\_ **Instructional format**, including how the lesson will be delivered and by whom.

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

\_\_\_\_\_ **Instructional space**, that is how to arrange students in a way that is instructionally relevant but not distracting to other learners.

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

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

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

\_\_\_\_\_ **Grading**, including the basis for grades, the grading scale, and who will assign grades.

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

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

## CO-TEACHING APPROACHES

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

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

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

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

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

<sup>1</sup>Based on: Cook: L., & Friend, M. (1995). Co-teaching: Guidelines for creating effective practices. *Focus on Exceptional Children*, 28 (3), 1-16.

## Appendix F

### CSU-Pueblo Performance Standards Colorado Performance Standards

Colorado State University-Pueblo Performance Standards for  
Teacher Education

*Adopted July 2000, Revised October 2008*

**Goal 1: Uses democratic principles to create communities of learners that assure positive social interactions, collaboration, and cooperation.**

- 1.1 Organizes, allocates, and manages resources of time, space, activities, and attention, as well as establishing routines and procedures to create a learning environment characterized by developmentally appropriate student behavior, efficient use of time, and active and equitable acquisition of knowledge, skills, and understanding. **CO 5.1**
  
- 1.2 Monitors and analyzes the classroom environment and applies appropriate intervention strategies and practices to enhance social relationships, student motivation and engagement, and productive work, including: **CO 5.3**
  
- 1.3 Establishes and consistently applies accepted disciplinary practices in the school environment that promote positive student growth. **CO 5.2**
  
- 1.4 Nurtures, on the part of students, positive behavior and those moral standards necessary for personal, family, and community well-being. **CO 8.2**
  
- 1.5 Models and articulates the democratic ideal to students, including the school's role in developing productive citizens and the school's role in teaching and perpetuating the principles of a democratic republic. **CO 8.1**

**Goal 2: Creates learning experiences that make content knowledge accessible, exciting, and meaningful for all students.**

**Literacy (Reading/Writing) -- K-6 Teachers**

- 2.1 Plans and organizes reading instruction based on ongoing assessment. **CO 1.1**
  
- 2.2 Develops phonological and linguistic processes related to reading including: phonemic awareness; concepts about print (e.g., print match, directionality); systematic, explicit phonics; other word identification strategies, and spelling instruction. **CO 1.2**
  
- 2.3 Develops reading comprehension and promotion of independent reading, including: comprehension strategies for a variety of genre, literary response and analysis, content area literacy, and student independent reading. **CO 1.3**
  
- 2.4 Supports reading through oral and written language development including: developing 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, and the structure of standard English. **CO 1.4**

2.5 Utilizes Colorado Model Content Standards in Reading and Writing for the improvement of instruction. **CO 1.5**

### **Literacy (Reading/Writing) -- K-12/7-12 Teachers**

2.1 Plans and organizes literacy instruction based on content needs. **CO 1.1**

**2.2** Develops phonological and linguistic skills related to reading. **CO 1.2**

2.3 Develops reading comprehension and promotion of independent reading, including: comprehension strategies for a variety of genre, literary response and analysis, content area literacy, and student independent reading. **CO 1.3**

2.4 Supports reading through oral and written language development including: developing 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, and the structure of standard English. **CO 1.4**

2.5 Utilizes Colorado Model Content Standards in Reading and Writing for the improvement of instruction. **CO 1.5**

### **Mathematics**

2.6 Develops in students an understanding and use of: number systems and number sequences, geometry, measurement, statistics and probability, and functions and use of variables. **CO 2.1**

2.7 Utilizes Colorado Model Content Standards in Mathematics for the improvement of instruction. **CO 2.2**

### **Knowledge of Content.**

2.8 Integrates literacy and mathematics into content area instruction. **CO 4.4**

2.9 Enhances content instruction through a thorough understanding of all Colorado model content standards and bases long-term and lesson planning on content standards. **CO 4.2**

2.10 Applies expert content knowledge to ensure, enrich and extend student learning. **CO 4.1, 4.3**

2.11 Is knowledgeable in literacy, math, and all content areas in which he is preparing to teach. For elementary education, content areas include: civics, economics, foreign language, geography, history, science, music, visual arts, and physical education.

**Goal 3: Creates a learning community in which individual differences are respected, appreciated, and celebrated.**

3.1 Employs a wide range of teaching techniques to match the intellectual, emotional, physical, and social level of each student, and chooses teaching strategies and materials to achieve different curricular purposes.

3.2 Creates lessons and activities that differentiate instruction, operating at multiple levels to meet individual student needs.

3.3 Establishes a learning environment that promotes educational equity and implements strategies to address them, assuring all students are treated in an equitable and fair manner.

3.4 Designs and/or modifies standards-based instruction in response to diagnosed student needs, including the needs of exceptional learners and English language learners. Appropriate provisions may include time and circumstances for work, tasks assigned, communication, and response modes. **CO 6.2**

3.5 Utilizes his/her understanding of educational disabilities and giftedness and their effects on student learning in order to individualize instruction for these students. **CO 6.3**

3.6 Develops and applies individualized education plans as required by law. **CO 6.5**

3.7 Teaches students within the scope of a teacher's legal responsibilities and students' educational rights, and follows procedures as specified in state, federal, and local statutes. **CO 6.4**

3.8 Uses specific knowledge of student medical conditions and medications and their possible effects on student learning and behavior. **CO 6.7**

**Goal 4: Ensures, through the use of standards and informal and formal assessment activities, the continuous development of all learners.**

- 4.1 Utilizes valid and reliable assessment tools that are aligned with standards and benchmarks and that assess meaningful learning in all content areas. **CO 3.2**
- 4.2 Locates, develops and utilizes a variety of informal and formal assessments, including rubrics. Examples of assessments may include observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests. **CO 3.3**
- 4.3 Accurately documents, in an ongoing manner, and reports the effects of various teaching strategies on individual and group student performance relative to content standards through observation of classroom interactions, questioning, and analysis of student work. **CO 3.4, 5.7**
- 4.4** Uses assessment data as a basis for standards-based instruction in each domain of responsibility, meeting current learner needs and leading to next level of development, raising the academic performance level of individuals and of a group of students, over time, to a higher level. **CO 1.1, 3.5, 5.4**
- 4.5 Applies technology in a variety of ways to chart, track, and analyze data, including assessment of student learning.
- 4.6 Collects data on individual learner achievement (e.g., academic, social, cognitive) and is accountable for each student's learning. **CO 6.6**
- 4.7 Prepares students for the Colorado Assessment Program (CSAP) and other assessments of educational achievement. **CO 3.7**
- 4.8 Ensures that instruction is consistent with school district priorities and goals, the Colorado Model Content Standards, and the 1999 Colorado Accreditation Program. **CO 3.8**

**Goal 5: Constructs and uses pedagogy to maximize the intellectual, social, physical, and moral development of all students.**

- 5.1 Maximizes student learning by incorporating student centered strategies: **CO 6.1**
- 5.2 Demonstrates a wide variety of instructional strategies that promote learning -- creating and implementing plans which include all essential lesson components: **CO 3.1**
- 5.3 Creates and implements a range of standards-based long term plans, including thematic units, interdisciplinary/integrated units, literature-based units, and units based on commercial basal materials. **CO 3.1**
- 5.4 Understands 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 ensures attention to these learning processes so that students can master content standards. **CO 5.5**
- 5.5 Provides effective verbal and written feedback that shape improvement in student performance relative to content standards. **CO 3.6**

5.6 Uses multiple, alternative teaching strategies and materials matched to different student needs (e.g., developmental stages, learning styles, and interests). **CO 6.1**

5.7 Applies technology to the delivery of standards-based instruction. **CO 7.1**

5.8 Uses technology to increase student achievement. **CO 7.2**

5.9 Instructs students in basic technology skills. **CO 7.5**

5.10 Works in cooperation with library, media and other resource specialists in providing student instruction on how to access, retrieve, analyze, synthesize, and evaluate information literacy skills into the curriculum to accomplish standards-based learning activities. **CO 5.6**

**Goal 6: Is a reflective decision maker, incorporating understandings of educational history, philosophy, and inquiry, as well as the values of the democratic ideal.**

6.1 Responds to the following laws, regulations, and policies in a professional manner: 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; and public sector input from business, advocacy groups, and the public.

6.2 Has developed a personal philosophy of education, incorporating concepts from historical and contemporary educational philosophies and educational research, from the United States and other countries, and acts consistently with this philosophy.

6.3 Is able to seek answers to teaching questions and clearly state positions on educational issues and support them with theory, practice, and research.

6.4 Continually examines, reflects, and modifies own educational practices and performances and accesses professional development options necessary to improve performance.

6.5 Draws upon a variety of sources as supports for development as a learner and a teacher, including colleagues and professional literature. **CO 8.5**

**Goal 7: Creates communities of learning by working collaboratively with colleagues, families, and other members.**

7.1 Involves parents and guardians effectively as participants and partners in student learning, establishing respectful and productive relationships. **CO 5.4**

7.2 Communicates a variety of assessment results, and their implications to students, parents, guardians, professionals, administrators, and community in order to collaboratively plan the learner's program. **CO 5.9**

7.3 Uses technology to manage and communicate information. **CO 7.3**

7.4 Makes links with community resources and learners' other environments to foster student learning.

7.5 Is sensitive and responsive to clues of student distress, actively listening and advocating for students, and seeking outside help as needed and appropriate to remedy problems. **CO 8.2**

7.6 Establishes rapport with students, maintaining professional, positive relationships.

7.7 Participates in collegial activities such as school functions, interdisciplinary team teaching, and curriculum development designed to make the schools a productive learning environment.

7.8 Participates successfully as a member of a team, sharing, encouraging, & accepting responsibilities.

**Goal 8: Models the professional and ethical responsibilities of the education profession.**

8.1 Follows the ethical standards of the education profession. **CO 8.2**

8.2 Consistently exhibits a strong work ethic, assuming responsibility for oneself and others in the learning community; is punctual and on-time for all responsibilities. **CO 8.2**

8.3 Demonstrates the behavioral and emotional stability required of professional educators.

8.4 Acts in a caring manner towards K-12 students, peers, and other members of the learning community.

8.5 Models an excitement for teaching and learning, advocating teaching as a worthy career and describing various career paths in local, state, national, and education, including international options, higher education, public, and private education. **CO 8.4**

8.6 Respects the input of others, including supervisors, and attempts to incorporate feedback to grow professionally.

8.7 Demonstrates flexibility in thinking and behavior; remains open-minded, reserving judgment for evidence.

8.8 Is well-groomed and dresses in a professional manner.

8.9 Communicates through speaking, writing, and listening in a professional level.

## Performance-Based Standards for Colorado Teachers

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 time, communications, 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.