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# STUDENT TEACHING HANDBOOK

## Teacher Education Program Fall 2013

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“In a completely rational society, the best of us would be teachers and the rest of us would have to settle for something else.”

-LEE IACocca

## GENERAL INFORMATION OVERVIEW

Student teaching is the beginning of a career as a professional teacher. Teacher Candidates will have the opportunity to apply their knowledge of pedagogy and child development as they instruct students. The relationships they create will illustrate the important place a teacher has in the lives of students. The daily responsibilities will include planning and delivering instruction as well as managing and assessing students. Balancing all of this in real time is rewarding and challenging.

It is important that this is a period of growth for the Teacher Candidate and his/her students. The support system includes the Cooperating Teacher and the University Supervisor, who both work together to help the student grow as a teacher and support pupil learning. The handbook will explain the distinct roles of each individual during student teaching.

If there is a question that has not been addressed in the handbook, please consult the Office of Student Teaching ([studentteaching@regis.edu](mailto:studentteaching@regis.edu)).

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### THE HANDBOOK INCLUDES THESE SECTIONS:

- General Information
- Teacher Candidate Information
  - Additional Information for Special Education
- Cooperating Teacher Information
- University Supervisor Information

## STUDENT TEACHING INFORMATION

### KEY TERMS USED IN THIS HANDBOOK

**Cooperating Teacher:** The professional educator who invites the Teacher Candidate into the classroom for the state-required teaching experience prior to licensure.

**Professionalism in Education:** A two credit hour course that occurs concurrently with student teaching with a focus on professional reflection.

**TaskStream:** An online portfolio program that includes required forms and documents for each student. Only students, instructors and University Supervisors are responsible for uploading documents and data into this portfolio.

**Teacher Candidate:** The Regis student who is completing requirements for teacher licensure through the professional experience of student teaching.

**Teacher Candidate Evaluation Process:** The evaluation and coaching process, including conference questions and observation rubrics, which result in a mid-term and final evaluation. General education Teacher Candidates are evaluated on five standards while special education Teacher Candidates are evaluated on six standards.

**University Supervisor:** The representative of Regis University who will oversee and evaluate the Teacher Candidate's experience and performance.

**The Office of Student Teaching:** The University personnel who oversee all aspects of student teaching from application to licensure completion.

Please email [studentteaching@regis.edu](mailto:studentteaching@regis.edu) or call 303-964-5383 with any questions.

**Work Sample:** A unit of study including 8-12 individual lesson plans.

### STUDENT TEACHING TIME REQUIREMENT

- A Teacher Candidate is required to meet a minimum of 600 contact hours (accomplished within 16-18 weeks, or 80 days).
- There is no need to record the contact hours on the Field Experience Log.
- The Teacher Candidate may be asked by the school to complete the entire semester (18

weeks) beyond the Regis expectation. It is expected that the Teacher Candidate follow the start and end dates indicated on the Placement Confirmation Letter.

- Students must begin their student teaching assignment prior to or on the first day of the Regis University semester.
- Contact hours, by Regis definition, are regular classroom hours, parent-teacher conferences and other teacher contract days.
- More than two absences may necessitate an extension of the student teaching experience.
- Preparation time at home, tutoring time after school and involvement with extracurricular activities will not count toward required student teaching hours.
- Secondary: The student teaching experience should include no more than three separate class preparations.
- Teacher Candidates are expected to be at school for at least the hours required for contract teachers and to participate in required faculty activities such as faculty meetings.
- Student teaching is not compatible with holding down another job, as Teacher Candidates will be doing preparation on evenings and weekends.

### THE STUDENT TEACHING TRIAD -- ROLES

There is always something to learn about the art of teaching. Successful teachers are reflective and willing to grow throughout their careers. The student teaching triad encourages professional discussion to support the growth of the Teacher Candidate and begin the process of self-reflection about teaching. The Teacher Candidate, Cooperating Teacher, and University Supervisor are each important members of a professional triad focused on student learning. This triad will have many productive discussions about teaching and learning. To make these conversations productive, it is important to honor the unique perspective of each of the members. All conversations should be honest and focused on student learning.

**THE STUDENT TEACHING TRIAD – ROLES**

	Teacher Candidate	Cooperating TeacherLocation	University Supervisor
Focus	<ul style="list-style-type: none"> <li>Increase student learning</li> <li>Promote growth of Teacher Candidate</li> </ul>	<ul style="list-style-type: none"> <li>Increase student learning</li> <li>Promote growth of Teacher Candidate</li> </ul>	<ul style="list-style-type: none"> <li>Increase student learning</li> <li>Promote growth of Teacher Candidate</li> </ul>
Description	<ul style="list-style-type: none"> <li>Novice teacher with current knowledge of pedagogy</li> </ul>	<ul style="list-style-type: none"> <li>Successful teacher with daily availability and knowledge of specific site</li> </ul>	<ul style="list-style-type: none"> <li>Successful teacher with perspective from many teaching situations</li> </ul>
Roles	<ul style="list-style-type: none"> <li>Willing to learn and grow</li> <li>Respect the perspective and expertise of members of the triad</li> <li>Observe classroom to identify best practices</li> <li>Plan and teach lessons</li> <li>Reflect upon the effectiveness of work</li> <li>Be open to receiving and responding to feedback and differing perspectives</li> <li>Self-evaluate</li> </ul>	<ul style="list-style-type: none"> <li>Willing to learn and grow</li> <li>Respect the perspective and expertise of members of the triad</li> <li>Communicate with the Teacher Candidate daily, providing suggestions about the art and science of teaching specific to your content and grade level</li> <li>Observe Teacher Candidate and provide specific feedback</li> <li>Provide opportunities for Teacher Candidate to discuss self-reflection</li> <li>Provide suggestions in areas in which the Teacher Candidate could benefit from resources</li> <li>Evaluate</li> </ul>	<ul style="list-style-type: none"> <li>Willing to learn and grow</li> <li>Respect the perspective and expertise of members of the triad</li> <li>Communicate with the Teacher Candidate, providing suggestions about the art and science of teaching</li> <li>Observe Teacher Candidate (approx. 7 times) and provide specific feedback</li> <li>Provide opportunities for Teacher Candidate to discuss self-reflection</li> <li>Provide suggestions in areas in which the Teacher Candidate could benefit from resources</li> <li>Evaluate</li> <li>Determine final grade and input evaluation data into TaskStream</li> </ul>

**PHASES OF STUDENT TEACHING**



**Initial Meeting**

- Teacher Candidate is responsible for contacting the Cooperating Teacher and University Supervisor to arrange a meeting prior to the beginning of student teaching. The Office of Student teaching will provide contact information via the official confirmation letter from the university via email to the University Supervisor, Cooperating Teacher, and the Teacher Candidate. Please contact the Office of Student teaching if unable to access the University Supervisor.
- The initial meeting will be devoted to establishing the overview for the semester, expectations and completing the required forms.
- In the case of a split student teaching assignment, there will be a second initial meeting at the beginning of the second assignment.
- During the first days of student teaching, the Teacher Candidate should become oriented to the school in which s/he will work by making an effort to peruse the school and district websites to become acquainted with the school policies and procedures, including:
  - School schedule
  - Contract hours for teachers
  - Policies for use of technology and social media
  - School personnel
  - Policies for pupil behavior
  - Policies for teacher behavior, including alcohol and drug use and sexual harassment
  - Emergency procedures
  - Resources available at the site, including technology
- Remember that it is the Teacher Candidate’s responsibility to be knowledgeable of the policies and be in accordance with those policies.

### Orientation to Classroom

- Before beginning the student teaching experience, the Teacher Candidate and Cooperating Teacher will meet to discuss:
  - The basics of the classroom and pupils
  - The goals for the student teaching experience
  - The times of regularly scheduled meetings
  - The specific policies that will be implemented and classroom rules that will be followed
  - Information about specific students, including IEPs, ILPs, 504, ELLs, and health concerns
  - The Teacher Candidate's role in working with special education teachers and paraprofessionals
  - The way pupils will address the Teacher Candidate
  - The Teacher Candidate's introduction to the parents and role in communicating with them
  - The contents of the work sample and the timing of teaching it

### Initial Days

- Teacher Candidates typically begin the semester by observing and helping in the general work of the classroom. This might include preparing resources, individual tutoring, grading, handling the opening and closing activities, developing and presenting single lessons, working with small groups, and leading the class for short periods of time.
- During this first stage, the Cooperating Teacher may occasionally leave the room, but will most often be in the classroom observing and providing feedback.
- During this time, the Teacher Candidate will get to know the pupils and be introduced to their parents.

### Initial Lessons

- The Teacher Candidate will take over more of the planning and presentation of lessons after gaining experience in the classroom. During this time, the Cooperating Teacher may use his or her time to work with individual students or small groups.
- This will usually mean starting with one subject or class, and gradually increasing the number of subjects, preparations or classes.

### Taking More Responsibility

- The Teacher Candidate will be given more responsibility as s/he becomes a more effective teacher. While the Cooperating Teacher may still be in the classroom for a great deal of the time, the Teacher Candidate should be teaching more independently.
- This transitional period is a time where, when things are going well, the following can be expected of the Teacher Candidate:
  - Classroom management will become more effective.
  - Pacing of lessons will be more efficient.
  - Lessons will be individualized based on pupil need.

### Solo Teaching

- Typically, the Teacher Candidate will be responsible for most of the class day after 5 or 6 weeks. When the Cooperating Teacher feels comfortable leaving the Teacher Candidate in charge of the class, the Solo Teaching experience will begin.
- During the Solo Teaching phase, the Teacher Candidate will work as the sole teacher in the classroom for the entire school day. The Cooperating Teacher may come in and out of the classroom but should not be an active participant.
- The goal of the Solo Teaching period is for the Teacher Candidate to demonstrate readiness to lead a classroom.
- The solo period generally lasts at least 4 weeks and does not last more than 6 weeks.
- Students doing split assignments will have two shorter Solo Teaching periods. Other exceptions may be made due to school policies regarding the Solo Teaching period.

OR

### Co-Teaching

- Typically, the Teacher Candidate is observing the classroom for the first week or two. During this time, the Teacher Candidate should be collaborating with the Cooperating Teacher to plan, prepare the classroom for lessons, grade pupil work, etc. When the Cooperating Teacher feels comfortable, s/he will give the Teacher Candidate opportunities to teach small groups and parts of a whole group lesson.
- By the middle of the student teaching term, the Teacher Candidate should be planning and teaching lessons under the guidance of the Cooperating Teacher. They might both teach parts of the lesson, or the Teacher Candidate might teach the entire lesson under the supervision of the Cooperating Teacher.
- The goal of the Co-Teaching model is to provide the Teacher Candidate a realistic teaching experience (planning, teaching, reflecting, assessing student work, etc.) while the control of the classroom stays with the Cooperating Teacher.

### Final Transition

- After the Solo or Co-Teaching period, the Cooperating Teacher will take over responsibility for the class or classes. The role of the Teacher Candidate will revert to that of a partner in the classroom.
- The Teacher Candidate may use this time to observe other classrooms.
- Even though the Teacher Candidate may not be teaching for the full day, s/he is expected to be at the school for the full day.

## EVALUATION OF THE TEACHER CANDIDATE'S PERFORMANCE

### GRADING

- Student teaching is a PASS/FAIL course. A passing grade for the course requires the following:
  1. Performance at the level of proficient or above on the student teaching criteria outlined and defined in the Teacher Candidate Observation Rubric and documented on the Student Teaching Evaluation Scoring Form.
  2. Performance at the level of proficient or above on the Work Sample Evaluation Rubric/Work Sample Scoring Form.
- The primary evaluator is the University Supervisor, with significant input from the Cooperating Teacher. The University Supervisor will recommend the grade for the course to the Office of Student Teaching.
- Following the submission of the final grade and completion of all gates in TaskStream, the Office of Student Teaching will complete the paperwork required for State licensure.
- Ratings on the rubrics should not include fraction ratings (i.e.2.5). The Teacher Candidate's rating is based on consistent performance at a given level (Partially Proficient = 2, etc.).
- The evaluation will be based on the following:
  - Direct observation by the University Supervisor.
  - Feedback from appropriate persons involved in the student teaching placement (eg Cooperating Teacher, Teacher Candidate, team members of Cooperating Teacher, etc.).
  - Submission of lesson plans and other documents, including the Work Sample.
  - Evaluation of the Work Sample, which must be taught, observed, and evaluated with a passing score.

### ON-SITE VISITS

- For initial licensure, the University Supervisor will conduct approximately seven (7) visits.
  - The initial meeting and final meeting will be held with all three teachers. The first visit should occur during the first week of

placement, and the last visit should occur at the conclusion of the student teaching experience.

- Interim visits will include direct observation of performance, at least thirty (30) minutes in duration—from the beginning of a lesson through its closure.
- At least one of the visits must occur during implementation of the Work Sample.
- Additional visits may be scheduled as deemed necessary or appropriate by the University Supervisor with approval from the Office of Student Teaching.
- For split placements, TTE placements, K-12 licensure, added endorsements, or specific state placements, the number of visits may vary. University Supervisors should confer with the Office of Student Teaching with any questions.

### EVALUATION FORMS

- The evaluation process includes the use of the following forms:
  - Pre-Observation Conference Questions: These questions may be emailed to the Teacher Candidate prior to the observation. The questions relate to Standard 1 on the Observation Rubric.
  - Teacher Candidate Evaluation Rubric: This rubric is used to chart the Teacher Candidate's performance during a teaching observation, specifically Standards II and III are observed.
  - Post-Observation Conference Questions: These questions will be submitted to the University Supervisor following an observation, either in a conference following the observation or via email. These questions relate to Standard IV of the Evaluation Rubric.
  - Teacher Candidate Evaluation Scoring Form: This form is completed at mid-term and again at the end of the term by the Teacher Candidate, the Cooperating Teacher, and University Supervisor. The University Supervisor will upload these scores into the student's TaskStream account.

OBSERVATION AND EVALUATION REPORTS – MEETING GUIDELINES

Meetings/ Observations	Purpose	Forms to Complete	Forms to Submit
Initial Meeting	<ul style="list-style-type: none"> <li>Complete paperwork and set expectations</li> <li>Review evaluation forms</li> </ul>	<ul style="list-style-type: none"> <li>Learning Contract</li> <li>Student Teaching Agreement</li> <li>Stipend</li> </ul>	<b>Submit to Office of Student Teaching</b>
Interim Observations	<ul style="list-style-type: none"> <li>To observe and evaluate Teacher Candidate's performance</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Candidate Observation Rubric</li> <li>Pre-Observation Conference Questions</li> <li>Post-Observation Conference Questions</li> </ul>	
Midterm Meeting	<ul style="list-style-type: none"> <li>Midterm Evaluation- outline any significant problems that the student must overcome in order to pass the course</li> </ul>	<ul style="list-style-type: none"> <li>Student teaching Evaluation Scoring Form completed by Teacher Candidate, Cooperating Teacher, and University Supervisor</li> </ul>	
Interim Observations	<ul style="list-style-type: none"> <li>To observe and evaluate Teacher Candidate's performance</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Candidate Observation Rubric</li> <li>Pre-Observation Conference Questions</li> <li>Post-Observation Conference Questions</li> </ul>	
Final Meeting	<ul style="list-style-type: none"> <li>Final Evaluation</li> <li>Complete paperwork and provide closure</li> </ul>	<ul style="list-style-type: none"> <li>Student teaching Evaluation Scoring Form completed by Teacher Candidate, Cooperating Teacher, and University Supervisor</li> <li>Work Sample Rubric</li> </ul>	

- Approximately five separate classroom observation and evaluation reports will be in writing, with copies provided for the Teacher Candidate and the Cooperating Teacher.
- The University Supervisor will complete a Teacher Candidate Observation Rubric during each observation visit and give a copy of the rubric to the Teacher Candidate. Following the observations, the University Supervisor will confer with each Teacher Candidate regarding her/his performance. The Teacher Candidate will be responsible to upload this Observation Rubric into her/his TaskStream Account.
- The Teacher Candidate Evaluation Rubric is developed to demonstrate growth; therefore, Teacher Candidates should expect ratings of 'Basic' and 'Partially Proficient' during the first half of student teaching, and ratings of 'Proficient' and perhaps 'Advanced' during the second half of student teaching.
- The Cooperating Teacher, the University Supervisor, and the Teacher Candidate will each complete midterm (formative evaluation) and final (summative) evaluations via the Teacher Candidate Evaluation form.
- These reports will be given to the student at the midterm and final meetings.

**MIDTERM & FINAL EVALUATIONS**

- The Teacher Candidate will have two formal evaluation meetings during student teaching: a midterm and a final. In both cases, the Teacher Candidate, the Cooperating Teacher, and the University Supervisor will meet to review the Teacher Candidate's progress. Each individual will complete separate evaluation forms and discuss them at this meeting, resulting in target growth areas.
  - The mid-term evaluation meeting (formative assessment) will highlight areas of strength for the Teacher Candidate and target areas for growth.
  - The final evaluation meeting (summative assessment) will summarize the Teacher Candidate's performance.
- If there is any concern that the Teacher Candidate might fail**, the University Supervisor must contact the Office of Student teaching immediately. It is important to offer additional support to the Teacher Candidate to maximize chances for success prior to the final evaluation.

**PROFESSIONAL DISPOSITIONS**

- The Professional Disposition Form is used throughout the Teacher Education Program to support the Teacher Candidate in knowing and demonstrating those traits

of successful educators. The University Supervisor, Cooperating Teacher, and the Teacher Candidate will complete this form at midterm and at the conclusion of student teaching. The ratings on this form will serve as documentation and support in completing 'Standard V: Demonstrates Professionalism' of the Teacher Candidate Evaluation.

**WORK SAMPLE EVALUATIONS AND DOCUMENTATION**

- The Work Sample is a compilation of lessons that make up a unit of study, as well as the completed questions related to the unit plan. The Teacher Candidate might begin this work during Methods courses, but it will be completed and taught during student teaching.
- The Cooperating Teacher and University Supervisor will oversee and assist the Teacher Candidate in developing the Work Sample.
- The Cooperating Teacher and the University Supervisor evaluate the Work Sample with a self-evaluation completed by the Teacher Candidate.
- The University Supervisor will upload the data from the Work Sample Rubric to the student's TaskStream account.
- All final documentation will be kept on file for State and/or accreditation review.

## INFORMATION FOR TEACHER CANDIDATES

### PREREQUISITES TO STUDENT TEACHING

#### REGIS AND STATE REQUIREMENTS FOR STUDENT TEACHING ELIGIBILITY

It is your responsibility to complete the following Regis and State requirements before you can begin student teaching for that semester:

- Complete the student teaching application, and any required district paperwork.
- Complete all pre-requisite course requirements.
- Complete any testing required by your State.
  - Colorado students - Must complete and pass appropriate testing (PRAXIS or PLACE) prior to applying for a student teaching placement.
  - Wyoming students - Must complete and pass appropriate test prior to applying for a

student teaching placement.

- Nevada students - Please check with your advisor for current requirements.
- Consult with your advisor if you have questions regarding these tests.
- Gate System Students must successfully complete Gate #2.

If you miss the deadlines (posted on the student teaching website) for applying for student teaching, you will have to reapply for student teaching for the following semester.

If you think you may need to postpone student teaching, you must let your faculty advisor and the Student Teaching Coordinator know as soon as possible.

## APPLICATION PROCESS

The student teaching application can be found in your TaskStream account under the Student Teaching folder. This is located between Gates 2 and 3 on your TaskStream template. If you have TaskStream or Student Teaching questions, please email: [studentteaching@regis.edu](mailto:studentteaching@regis.edu).

This application is open to fall semester student teaching applicants from January 2nd – March 1st and to spring semester student teaching applicants from August 1st – October 1st. Summer placements are not available.

- Prior to applying to student teaching, you must have passed your State content examination. The application will require you submit your test score, passing grade, and date of examination.
- Prior to applying for student teaching, you must speak to the principal of the school and to the Cooperating Teacher with whom you would like a placement to ensure the school can accommodate your student teaching request. The application asks you to submit what district, school, and Cooperating Teacher you would like to request. Developing relationships during your observation hours throughout your program should afford you the opportunity to work with and observe several Cooperating Teachers. Use this time to determine which schools you feel comfortable in and which potential Cooperating Teacher prospects are best for your student teaching practicum.
- At the conclusion of the application, you will be asked to upload your resume into TaskStream. This resume is a standard business resume and is given to the school district, the Cooperating Teacher, and the University Supervisor.

Once your application is received and approved, a formal placement request will be submitted to the district office or the school principal for confirmation. This process can take several months. Again, meeting with the principal and Cooperating Teacher prior to student teaching is essential. In the event you are not placed, the placement coordinator will work with you on an alternative placement.

#### AFTER PLACEMENT CONFIRMATION AND BEFORE STUDENT TEACHING

Once you have been approved for student teaching and are approaching the start date of student teaching, you will do the following:

- Meet with your Cooperating Teacher and University Supervisor to complete the Learning Contract and set expectations for the student teaching experience, preferably during the first week of student teaching.
- With your Cooperating Teacher, arrange the content and teaching schedule of your Work Sample. Share this information with the University Supervisor.
- Know the dates and location of the Professionalism in Education class.

#### PROFESSIONALISM IN EDUCATION CLASS

- The Professionalism in Education course (EDFD 497/697), taken in a seminar format concurrently with Student Teaching, is a required component of student teaching.
- Attendance in the Professionalism course is mandatory.
- You may have to leave your student teaching assignment early on days when Professionalism meets. See WebAdvisor for meeting locations, dates and times.
- The Office of Student Teaching will register you for both Student Teaching and Professionalism in Education.

## PROFESSIONAL EXPECTATIONS

#### STUDENT TEACHING TIME REQUIREMENT

- You are required to meet a minimum of 600 contact hours (16-18 consecutive weeks, or 80 consecutive full time days).
- There is no need to record the contact hours on the Field Experience Log.
- You may be asked by the school to complete the entire semester (18 weeks) beyond the Regis expectation. It is expected that you follow the start and end dates indicated on the Placement Confirmation Letter.
- You must begin your student teaching assignment prior to or on the first day of the Regis University semester.
- Contact hours, by Regis definition, are regular classroom hours, parent-teacher conferences and other teacher-contracted days.
- More than two absences may extend the student teaching experience.
- Preparation time at home, tutoring time after school, and involvement with extracurricular activities will not count toward the required student teaching hours.
- Secondary: The student teaching experience should include no more than three separate class preparations.
- You are expected to be at school for at least the

hours required for contract teachers and to participate in required faculty activities such as faculty meetings, etc.

- Student teaching is not compatible with holding down another job, as you will be doing preparation on evenings and weekends.

#### ATTENDANCE

- Regular attendance is expected. Contact your Cooperating Teacher in the event of an absence. Be aware that if you miss more than two days, you will be expected to make them up.
- If you miss an excessive number of days, you may be removed from your student teaching assignment. Remember that you must meet the minimum requirement of 600 hours.

#### PROFESSIONAL BEHAVIOR

As a professional educator, you should do the following:

- Know and follow appropriate school and district policies.
- Be professional in your behavior, dress and demeanor. Dress and act in a way that distinguishes you from your pupils.
- Communicate in ways that are appropriate, including on any personal blogs and web-based sites.

- Know and follow FERPA guidelines concerning the confidentiality of pupil information.
- Work with pupils in public spaces within schools. Do not work with pupils alone in areas not frequented by other adults.
- Use good common sense.

Additionally, as a Regis student, you should do the following:

- Never meet with pupils outside of school unless you are participating in a school-sanctioned activity at which other school personnel are present.
- Never share personal information with pupils:

cell phone numbers, social network sites, etc.

- Never provide transportation for a pupil.
- Never physically restrain or coerce any pupil. If you are concerned about your safety or that of a child, seek help from school staff.

#### COMMUNICATION

- Your Regis email account will be the only electronic mode of communication with the Office of Student Teaching. Do not use other accounts.
- Please check your Regis email account daily.

## ESTABLISHING SUCCESSFUL RELATIONSHIPS

#### RELATIONSHIP WITH COOPERATING TEACHER

- Remember that you are a guest in the school and in the Cooperating Teacher's classroom. The Cooperating Teacher retains the ultimate responsibility for her/his classroom.
- You will simultaneously assume many teaching responsibilities and continue to learn about the art and science of teaching. As you accept more responsibilities, your student teaching will more closely mirror your future classroom experience.
- Think of yourself as a future colleague of the staff with whom you are working.
- Expect that the Cooperating Teacher will provide gradual release of responsibility of the classroom based on factors concerning her/his pupils, schedule and your readiness.
- Communicate regularly with your Cooperating Teacher concerning the classroom and your progress.

#### RELATIONSHIP WITH REGIS UNIVERSITY SUPERVISOR

- Recognize that the University Supervisor brings a more global perspective and be open to her/his feedback for your professional growth.
- Your University Supervisor is your primary resource in dealing with staff relationships and other educational issues.

#### RELATIONSHIP WITH THE OFFICE OF STUDENT TEACHING

- The Office of Student Teaching approves and finalizes all placements, and assigns University Supervisors.
- Contact the Office of Student Teaching with any issues that can not be resolved by the University Supervisor at [studentteaching@regis.edu](mailto:studentteaching@regis.edu).

#### RELATIONSHIP WITH FACULTY ADVISOR

- Your faculty advisor will remain unchanged during student teaching.

#### EXPECTATIONS--LESSON PLANS, JOURNAL, WORK SAMPLE

- You are expected to complete daily lesson plans for your University Supervisor and Cooperating Teacher as requested.
- You will be assigned topics for reflection in your Reflection Journal by your Professionalism Instructor. Reflection is a critical element of professional growth; therefore, use this as an opportunity to deepen your understanding of the art and science of teaching.

## NON-COMPLETION OF STUDENT TEACHING

Students may not complete student teaching for any of the following three reasons:

- **Performance:** Non-completion of the student teaching semester due to removal for performance problems or violation of professional dispositions.
- **Self-Selection:** Non-completion of the student teaching semester due to a student's self-selected removal for personal matters, such as prolonged illness, death in family, or loss of spouse's job.
- **Failing Grade:** Non-completion of the requirements for student teaching semester due to receiving a failing grade for the course.

Professionalism, the classroom portion of student teaching, will also be dropped at the time a student leaves or is dismissed from student teaching.

Regis University does not provide institutional recommendations for licensure for students who do not complete student teaching.

Students may be awarded a second student teaching placement via the following procedure:

- Contact the Office of Student Teaching to see if a second placement is possible, given time and circumstance.
- If deemed possible by the Office of Student Teaching, the student must complete a request for a second student teaching placement and submit it in writing to the advisor.
- The request should include the student's response to the following questions:
  - What went wrong during the first student teaching assignment?
  - What have you done to address the problem?
  - What will you do differently if placed in a second student teaching assignment?

### **\*\*A THIRD OPPORTUNITY FOR STUDENT TEACHING IS NEITHER OFFERED NOR AVAILABLE\*\***

At times, a student may be removed from student teaching and given a different placement for a reason that is in the best interest of the student. This decision would be made only by the Student Teaching Coordinator, with consultation of the University Supervisor and Regis faculty advisor. This circumstance is not considered a non-completion of student teaching.

#### **PROFESSIONAL DISPOSITIONS**

The Professional Disposition Form is used throughout the Teacher Education Program to support you in knowing and demonstrating those traits of successful educators. This form will be completed by the University Supervisor, Cooperating Teacher, and your own self-evaluation at mid-term and at the conclusion of student teaching. The ratings on this form will serve as documentation and support in completing 'Standard V: Demonstrates Professionalism' of the Teacher Candidate Evaluation.

#### **FINAL PAPERWORK UPON COMPLETION OF PROGRAM**

Documents for licensure cannot be released until all work indicated below is completed. Please be aware that it will take 2-3 weeks after completion before documents can be finalized. If you have questions or concerns, please call the Office of Student Teaching.

#### **PROFESSIONALISM**

Upon successful completion of student teaching, you will complete paperwork for licensure and various University exit paperwork through your Professionalism Class. Included in this are the following:

- Colorado Department of Education Approved Program Verification Form
- Required exit surveys to be completed in Professionalism in Education

#### TASKSTREAM

It is your responsibility to ensure that your portfolio on TaskStream is completed at the end of your student teaching. (Please note that until this is complete, required documentation for licensure cannot be issued.)

This includes the following:

- Completion of Gates 1 and 2 as required by your program
- Gate 3:
  - Resume
  - Transcript (indicating that student teaching has received a “P” grade)
  - Work Sample (including completed questions)
  - Observation Records

If you need assistance, you may contact the Office of Student Teaching at [studentteaching@regis.edu](mailto:studentteaching@regis.edu).

#### APPLYING FOR STATE LICENSURE

Go online to your State’s licensing unit and review the application process. Before you can apply for a license, you will need the following:

- Your transcript that indicates you have met the requirements for teacher licensure. (This can take up to three weeks following your student teaching completion date.)
- A signed Program Verification Form. (This will be returned to you after processing. Again, expect up to three weeks.)

#### STUDENT TEACHING WHILE UNDER CONTRACT

Under certain circumstances, you may student teach in your classroom if you have been hired in a paid, contracted position. The following criteria must be met:

- You must be contracted for the school calendar year in a position requiring the endorsement area you are seeking (eg. Elementary Education, Secondary Science)
- The school, private or charter, must meet the following criteria:
  - 50% or more of the teaching staff must hold State Teacher Licenses.
  - The Principal must hold a State Principal License and there must be evidence that the school serves a **diverse student body** (ethnic and academic).
  - The students must be required to take a standardized performance test on an annual basis.
  - To apply to student teach in a private or charter school, you must complete the Private or Charter School Application.
- If you are hired for a public school or approved facility position, the school or district must apply for a State Emergency Authorization on the teacher’s behalf. Depending on the situation, the teacher may be required to work under a State issued TTE (Temporary Teacher Eligibility) or SEE (Special Educator Eligibility) in lieu of the Emergency Authorization.
- It is highly recommended that if you are in this circumstance, you conduct your student teaching and professionalism during the second semester of the school year. This allows you to learn the school practices and culture prior to official student teaching.
- You will be assigned a University Supervisor and a Cooperating Teacher, with a like license as the Teacher Candidate, during the official student teaching period.
- You must meet all requirements of student teaching: attend Professionalism in Education class, meet the 600 hour student teaching minimum, etc.
- The University will not be involved in any employment issues (eg. contract, salary, or district evaluation issues).

## SPECIAL EDUCATION STUDENT TEACHING

### EDUCATIONAL SETTINGS

Teacher Candidates pursuing licensure endorsements for Special Education Generalist and/or Early Childhood Special Education may be placed in one or more of the following settings:

- SSN (Severe Support Needs)
- SED
- Autism
- Elementary (Resource)
- Secondary (Middle and/or High School)
- Transition
- Early Childhood (Pre-K)
- Preschool Special Education Services (CDE)
- CPCD (Community Partnership for Child Development)
- Inclusive Classrooms
- Co-Teaching with a General Education Teacher
- Facility Schools

### WORKING WITH OTHER SERVICE PROVIDERS

Special Educators often interact with a variety of other service providers: these may include Mental Health Professionals, Speech Language Pathologists, Occupational Therapists, Physical Therapists, Nursing Professionals, Orientation and Mobility Specialists, Applied Behavior Analysis (ABA) Professionals and others. Cooperating Teachers are encouraged to include Teacher Candidates in any planning and/or meetings with related service providers. The University Supervisor should work closely with the Teacher Candidate in Standard VI of the Evaluation Rubric to ensure that the Teacher Candidate understands the expectations of collaborating with these service providers.

### WORKING WITH PARAPROFESSIONALS AND EDUCATION ASSISTANTS

Teacher Candidates may be in a setting in which supervising and directing the work of paraprofessionals or educational assistants is required. Cooperating Teachers and University Supervisors should work with Teacher Candidates in planning for, and assessing, academic and behavioral instruction with paraprofessionals. For more information, refer to Standard VI of the Evaluation Rubric.

### TTE/SEE (CURRENTLY SETA)

Teacher Candidates pursuing an endorsement in Special Education may be employed as they are completing requirements for student teaching. Those who are employed in a public school or approved facility will be required to obtain a TTE/SEE for up to three years. In this situation, the Teacher Candidate must work closely with their hiring school district and their Regis Program Coordinator.

### TEACHER CANDIDATE EVALUATION RUBRIC

Teacher Candidates pursuing licensure endorsements for Special Education Generalist and/or Early Childhood Special Education will be evaluated on the same Evaluation Rubric as the general education teacher; however, they will also be coached and assessed in one additional standard: Standard VI – Demonstrating Professional Performance as the Special Educator.

## INFORMATION FOR COOPERATING TEACHERS

Foremost, Regis University wants to thank you for inviting a Teacher Candidate into your classroom and providing meaningful mentorship for our pre-service teacher.

### THE ROLE OF A COOPERATING TEACHER

- Although you are kindly inviting a Teacher Candidate into your classroom, we respect that classroom decisions are ultimately yours to make.
- In conjunction with the University Supervisor, you will determine at what point the Teacher Candidate will take over the classroom, as appropriate.
- The Teacher Candidate will look to you as her/his mentor in content knowledge and instructional expertise. You will also be a source of guidance regarding school culture and interpersonal dynamics with pupils, families, and colleagues.

### THE RESPONSIBILITIES OF A COOPERATING TEACHER

- Orient the Teacher Candidate to your building and classroom.
- Attend the initial meeting and help create a plan for the student teaching semester.
- Support the Teacher Candidate in leaving early 8 times during the semester to attend the required Professionalism course.
- Meet with the Teacher Candidate daily to share your plans for the day and his/her role in the classroom.
- Verbalize your thinking about instructional and management strategies.
- Share information and data about students as appropriate along with your plans to differentiate to meet pupil needs.
- Provide meaningful opportunities for the Teacher Candidate to work with small groups or individuals in your classroom.
- Support the Teacher Candidate as s/he develops lesson plans and begins to teach.
- Review the Teacher Candidate's lesson plans for lessons taught in your classroom.
- Observe the Teacher Candidate and follow-up with feedback and coaching as appropriate.
- Encourage the Teacher Candidate to accelerate his/her growth.
- Evaluate at midterm by providing specific feedback on the Student Teaching Evaluation.

Scoring Form and readjust targets for the second half of student teaching if necessary.

- Provide gradual release of responsibility for your classroom, while continuing to monitor and hold high expectations for the Teacher Candidate's performance.
- Summarize the student teaching experience by completing the Student Teaching Evaluation Scoring Form and participating in the Final Meeting.

### SUBSTITUTE TEACHING DURING STUDENT TEACHING

Your Teacher Candidate may not substitute teach during student teaching.

### LESSON PLANS/WORK SAMPLE---EXPECTATIONS

Teacher Candidates are expected to have written lesson plans daily. You should review these plans for completeness and quality.

### COMPENSATION FOR HOSTING A TEACHER CANDIDATE

- You will receive a \$250 stipend.
- If in Colorado, you will also receive a certificate for 30 clock hours of Continuing Education Credit for CDE licensure.

### COACHING TOOLS AND RESOURCES

As you know, the most effective teachers are reflective about their work. You are in the unique position of helping a teacher begin to apply her/his understanding of educational pedagogy in a classroom setting. Connecting theory to practice and envisioning the teacher you would like to become are among the intellectual and emotional milestones of the student teaching experience. You are one of the conduits to helping all of this come together for your Teacher Candidate. Throughout the course of the semester, your stance may change from mentor to coach, depending on the readiness of your Teacher Candidate.

As a mentor to the Teacher Candidate, you will do the following:

- Quickly intervene to avoid an unsafe situation
- Observe and collect data about the Teacher Candidate's performance and the behaviors of your pupils
- Give specific feedback in the form of observed data
- Engage in discussions about the effectiveness of the Teacher Candidate's classroom instruction and management
- Provide suggestions to the Teacher Candidate when s/he does not have the resources to address a situation or problem
- Encourage the Teacher Candidate to explain the reasoning behind classroom decisions and their effectiveness
- Pose situations which require the Teacher Candidate to apply new learning to novel situations

As your Teacher Candidate progresses, you may move into a coaching model with the Teacher Candidate, and do the following:

- Observe and collect data about the Teacher Candidate's performance and the behaviors of your pupils
- Ask reflective questions based on the observed data

The Pre-Post Conference Questions are designed to guide your discussions with the Teacher Candidate. They are suggestions that may begin a conversation about teaching and learning. Since you will meet daily with the teacher, it is not expected that you use every question as you discuss each lesson that is taught. The intent of the questions is that they become a habit of mind for a reflective beginning teacher: their power lies in their connection to the midterm and final evaluations.

## INFORMATION FOR UNIVERSITY SUPERVISORS

Foremost, Regis University wants to thank you for sharing your expertise and providing meaningful guidance for our Teacher Candidate.

### THE ROLE OF A UNIVERSITY SUPERVISOR

- You represent the University in establishing professional expectations and structure for the Teacher Candidate's experience.
- While the Cooperating Teacher acts as the day-to-day mentor for the Teacher Candidate, you provide a more global view of the teaching profession to the pre-service teacher.
- The Teacher Candidate will depend upon you to help her/him problem-solve issues that arise during student teaching regarding students, planning, instruction, management, etc.
- Any significant concerns or issues should be reported immediately to the Office of Student Teaching.
- You will determine the Teacher Candidate's final grade.

### THE RESPONSIBILITIES OF A UNIVERSITY SUPERVISOR

- Attend the initial meeting and help create a plan for the student teaching semester
- After the initial meeting, complete stipend forms, the Learning Contract and the Teacher Candidate Agreement and submit to the Office of Student Teaching in the envelope provided
- Support the Teacher Candidate as s/he develops lesson plans and begins to teach
- Schedule a pre- and post-conference with each observation
- Observe the Teacher Candidate and follow-up with feedback and coaching as appropriate
- Encourage the Teacher Candidate to accelerate his/her growth
- Evaluate at midterm by providing specific feedback on the Student Teaching Evaluation Scoring Form and readjust targets for the second half of student teaching if necessary
- Evaluate the Teacher Candidate's Work Sample by the end of the term and upload completed rubric to Task Stream.
- Contact the Office of Student Teaching at

midterm if you have any concerns about the success of the Teacher Candidate. Any student who may not succeed in student teaching must be notified at midterm. You must contact the Office of Student Teaching with any concerns no later than midterm at [studentteaching@regis.edu](mailto:studentteaching@regis.edu)

- Continue to observe the Teacher Candidate and follow-up with feedback and coaching as appropriate
- Summarize the student teaching experience by completing the Student Teaching Evaluation Scoring Form and participating in the Final Meeting
- Evaluate the Teacher Candidate's semester by assigning the final grade
- Email the Office of Student Teaching regarding the passing grade of the student: [studentteaching@regis.edu](mailto:studentteaching@regis.edu)
- Submit stipend forms to the Office of Student Teaching by the appropriate deadline (April 15 for spring semester, November 15 for fall semester)

### COMPENSATION FOR SUPERVISING A TEACHER CANDIDATE

- You will receive a \$600 stipend for each Teacher Candidate supervised. You will not receive mileage; however, assignments are made with your location in mind to limit driving distance.
- If in Colorado, you will also receive a certificate for 15 clock hours of continuing education credit for CDE licensure per student. (15 hours for each Teacher Candidate; CDE will accept up to a total of 30 hours for relicensure.)

### COACHING TOOLS AND RESOURCES

The role of a University Supervisor is one of a mentor and a coach. As a mentor, you will provide resources and guidance to the Teacher Candidate. As you know, the most effective teachers are reflective about their work. You are in the unique position of helping a teacher begin to apply her/

his understanding of educational pedagogy in a classroom setting. Connecting theory to practice and envisioning the teacher they would like to become are among the intellectual and emotional milestones of the student teaching experience. You are one of the conduits to helping all of this come together for each Teacher Candidate. To accelerate the growth of a Teacher Candidate, it is important to have the stance of both a mentor and a coach, as throughout the course of the semester, your stance may change from mentor to coach, depending on the readiness of your Teacher Candidate.

As a mentor to the Teacher Candidate, you will do the following:

- Quickly intervene to avoid an unsafe situation
- Conference prior to each scheduled observation
- Observe and collect data about the Teacher Candidate's performance and the behaviors of pupils in the classroom
- Give specific feedback in the form of observed data
- Post-conference (f2f, phone, email) about the effectiveness of the Teacher Candidate's classroom instruction and management within a day of each scheduled observation
- Provide suggestions when the Teacher Candidate does not have the resources to address a situation or problem
- Help the Teacher Candidate navigate through the intricacies of relationships with staff members

As a coach of the Teacher Candidate, you will do the following:

- Observe and collect data about the Teacher Candidate's performance and the behaviors of pupils in the classroom
- Ask questions based on the observed data
- Allow the Teacher Candidate to explain the reasoning behind classroom decisions
- Pose situations which require the Teacher Candidate to apply new learning to novel situations

The Pre-Post Conference Questions are designed to guide your discussions with the Teacher Candidate. They are suggestions which may begin a conversation about teaching and learning. The intent of the questions is that they become a habit of mind for a reflective beginning teacher: their power lies in their connection to the mid-term and final evaluations.

#### TASKSTREAM

At midterm and at the end of the Teacher Candidate's term, you will put your Teacher Candidate's evaluation scores into his or her TaskStream portfolio. You will input the following data:

- Midterm scores from the following individuals:
  - Your evaluation,
  - the Teacher Candidate's self-evaluation, and
  - the Cooperating Teacher's evaluation.
- Final scores from the following individuals:
  - Your evaluation,
  - the Teacher Candidate's self-evaluation, and
  - the Cooperating Teacher's evaluation.
- Final scores for the Work Sample from the following individuals:
  - Your evaluation,
  - the Teacher Candidate's self-evaluation, and
  - the Cooperating Teacher's evaluation.