

Secondary Student Teaching Handbook & Syllabus 2019-2020

For Secondary PTEP Student Teachers Cooperating Teachers & University Supervisor s

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Course Description

Secondary Student Teaching, Prerequisites: EDFE 130 and completion of all content and PTEP coursework. This has to be the last class in your program, unless special permission is given to complete a specific course after or during student teaching. A 16 week experience in content area teaching in middle or high school where the student teacher demonstrates effective teaching from a culmination of prior knowledge, skills and behaviors. S/U graded.

This is a course designed to provide a program of experiential learning activities in the teacher candidate's content area within an approved school setting and under the supervision and coordination of UNC faculty and school personnel. Emphasis is on the development of competencies in the areas of planning, instructional methods and assessment, classroom management and organization, content knowledge, literacy, individualization of instruction, diversity, human relations and communication, professionalism, and the use of materials and resources.

Student Teaching course activities and field experiences include 16 weeks of supervised student teaching and 15 hours of related seminars (student teaching seminars and professional development seminars). A full student teaching assignment is defined as a minimum of 16 weeks in a school setting from 8 a.m. to 4 p.m. or a similar amount of time that conforms to the school schedule. During this 16 week period, the student teacher gradually assumes full responsibility for classroom instruction and other school related professional roles.

The Colorado Teacher Quality Standards

<http://www.cde.state.co.us/sites/default/files/ColoradoTeacherQualityStandardsRefGuide202.pdf>

Student teacher responsibilities

Please submit all forms in a timely manner; you will not be issued a grade for the course without a complete set of forms (hard copies and/or on-line) as designated. Note that to pass, you must complete 16 weeks of student teaching (missed time must be made-up), score Proficient or above on the last lesson observation form (forms used are sometimes content specific. Consult content supervisor if unsure of which form to use. <http://www.unco.edu/cebs/teacher-education/undergraduate-programs/secondary-education/current-students/#fndtn-tabStudentTeaching4-d17e284> and on the STEP Final evaluation (Program Completer) submitted in Live Text.

<i>Assignments/forms</i>	<i>Turn in to...</i>	<i>By...</i>
Development Plan	UNC Supervisor	During first visit
Professional Development Seminar Log	UNC Supervisor	Last Friday in April; November
Work Sample Portfolio	Give to Supervisor in format s/he wants (electronic or paper) . If you have an out-of-of-area supervisor the work sample will be graded by UNC content advisor. Please make that contact.	First Friday in April; November
4 Lesson Observation Forms completed by Cooperating Teacher	See page 8 for program specific requirements. If not submitted in Live Text, copies must be submitted to STE office.	Last Friday in April; November
4 Lesson Observation Forms completed by UNC Supervisor	See page 8 for program specific requirements. If not submitted in Live Text, Student Teachers should scan and upload to Blackboard.	Last Friday in April; November
Professional Dispositions Rubric (PDQ)	Live Text (also see page 8 for program specific due dates)	Last Friday in April; November
Mid-term evaluation form	See page 8 for program specific requirements	7 th week
Diverse Field Experience Form	Scan signed form and upload to Canvas	Last Friday in April; November
Final Evaluation of Student Teacher (Program Completer)	Complete self-evaluation and Remind Cooperating Teacher and UNC supervisor both to complete on Live Text.	Last Friday in April; November

Student Teacher Expectations

1. **Start your experience when your host teacher begins the semester.**
2. **Print a copy of this handbook and give it to your mentor teacher. Read it thoroughly, marking specific due dates and information.**
3. Plan lessons on a daily/weekly basis and submit the plans to the mentor teacher for review and recommendations prior to teaching the lesson. Lesson plans **must** be made available to the UNC Supervisor on each visit.
4. Conform to and comply with the host school and district's rules, policies, and standards of professional behavior.
5. Participate in all of the activities expected of the regular classroom teacher inclusive of arriving and leaving at appropriate times. (Call the school and the cooperating teacher in the event of illness; missed time must be made up)
6. Attend **UNC Student Teaching Seminars (2)** and professional development seminars sponsored by your school, school district, professional organization, etc. totaling 15 hours.
7. Gradually assume full teaching and related responsibilities (as agreed upon by cooperating teacher and UNC Supervisor and in accordance with licensure guidelines)
8. Assume other professional roles in the school (particularly those roles expected of professional educators)

Development Plan

- One of the most commonly asked questions during the student teaching experience has to do with the timing of the teacher candidate's teaching responsibilities. The teacher candidate should assume and release teaching responsibilities in a planned, gradual manner. The Student Teaching Development Plan is designed as a "road map" for the teacher candidate to follow during his/her student teaching practicum. It is a specific, week-by-week timeline that indicates the teaching duties and other professional duties to be assumed by the teacher candidate during student teaching experience.
- The plan should be developed jointly by the teacher candidate and the cooperating teacher during the first two weeks of the student teaching assignment (or before).
- The plan should be submitted to the UNC Supervisor during the first visit (or before)
- The following suggested schedule is recommended by the Secondary PTEP faculty. Each of the areas may be compressed or extended according to the readiness of the particular teacher candidate.

Week 1: Familiarize self with classroom and students; plan with cooperating teacher(s); observe management strategies; examine texts and materials; observe/discuss lesson plans; assume some procedural tasks in the classroom; develop a Student Teaching Development Plan.

Week 2: Continue to plan with cooperating teacher(s); prepare lesson plans; work with individuals and small groups.

Week 3: Continue to plan and assume some classroom responsibilities, inclusive of teaching planned lessons.

Week 4-5: Continue to add teaching responsibilities until full-time teaching responsibilities are reached.

Weeks 6-13: Full-time teaching responsibilities.

Weeks 14-16: Begin to gradually release responsibilities back to cooperating teacher(s).

Seminar Log

Your UNC seminars count for a portion of scheduled hours 4-5. Your other hours can be obtained by attending special meetings held at your school or under the direction of your school or district (i.e. IEP meetings, Professional Development Trainings, etc.). Other acceptable meetings include content or curriculum-based conferences or other educational events. It does not include things like attending/working sports events (although those are very valuable and important experiences). **You need to attend 3 separate events as part of your professional development hours.** That means, if you attend a workshop that lasts 8 hours, you can include it on your log as 8 hours; however, you will still have 2 more events needed. This also means that many of you will have more than the required 15 hours of UNC seminars and professional development seminars). We are also holding our STEP 161, 262, 363 seminars on campus as always. If you are interested in attending any of those that you did not get to attend while you were in phases 1-3 you are welcome (though not required). Other special events held on campus that support your teaching may also be used.

Cooperating Teacher Responsibilities

Paperwork

- *The Teacher candidate is REQUIRED to print and provide you with the entire handbook, and direct you to all needed forms (many of which are located on our website).*
- *See specific content area submission guidelines on page 8! If submission via Live Text is indicated, the hard copy forms below are not needed.*

Required:

1. Four lesson observation forms (<http://www.unco.edu/cebs/teacher-education/undergraduate-programs/secondary-education/current-students/#fndtn-tabStudentTeaching4-d17e284>), signed and reviewed by you and the teacher candidate. Submit to UNC Supervisor.
2. Professional Dispositions Rubric (PDQ) submitted on Live Text.
3. Mid-term Evaluation see page 8 for program specific requirements. **Some programs do not require a midterm.**
4. Final Evaluation of Student Teacher on Live Text.

Optional/as needed:

1. **Student teacher Concern.** Please contact university supervisor and/or courtney.luce@unco.edu **as soon as you realize** there is a serious problem with student's attitude, pedagogy, performance, or knowledge. Make sure to discuss with UNC Supervisor immediately if a problem occurs.
2. Cooperating Teachers have a choice of either Graduate Credit or a \$100 stipend for hosting a Teacher Candidate. If Graduate Credit is chosen, the EDF 513 Registration form (find online at <http://www.unco.edu/cebs/teacher-education/mentor-teachers/>) **must be completed by the due date listed.** If you choose to receive the stipend, paperwork will automatically be sent to you via email at the end of the semester.

Resources

See <http://www.unco.edu/cebs/teacher-education/mentor-teachers/>

Expectations

- Prepare for the student teacher by collecting a set of textbooks for the student teacher and providing him/her with helpful materials such as school bulletins, schedules, class rolls, school handbooks, and curriculum guides. Explain methods of keeping attendance, homeroom records, grade and report cards, cumulative folders, and other necessary records. Welcome the student teacher and familiarize him/her with the school building. Introduce the student teacher to the students, principal and other school personnel. Allow the student teacher time to visit and observe throughout the school.
- Provide the student teacher a work and study area or space.
- Assist the student teacher in designing a schedule for assuming full responsibility for assigned classes (see Development Plan)
- Schedule weekly conferences with the student teacher to plan and/or discuss progress (impromptu conferences should occur as needed)
- Evaluate the student teacher on a formal basis (See above). Share these evaluations openly with the student teacher.
- Meet/communicate with the UNC Supervisor on a regular basis to assess and discuss the student teacher's progress.
- Provide the Student Teacher with a Letter of Reference/Recommendation if appropriate.

UNC Supervisor Responsibilities

Please immediately alert courtney.luce@unco.edu about any incomplete paperwork, inadequate Work Sample Portfolios, concerns by cooperating teachers or teacher candidates, or any other circumstances which may potentially affect passing grade.

Retain copies all records below, not submitted in Live Text, in your possession for at least one year after completion of the course with the exception of the Diverse Field Experience form. Originals should be turned in to the STE or Student Teaching office unless instructed to submit via Live Text.

Forms/paperwork	What to do with it	By this date
Development Plan	Collect from student teacher, evaluate, provide feedback, and ask for revisions if necessary	During first visit
Four lesson observation forms submitted by Cooperating teacher	Collect hard copy or view in Live Text and check if proficient level is achieved in the last observation.	Last Friday in April; November
Four observation forms completed by you.	Discuss with student teacher and allow him or her to retain a copy. Submit as indicated by program on page 8.	Last Friday in April; November
Final evaluation of Student Teacher Performance	Submit in Live Text (Program Completer Survey)	Last Friday in April; November
Grade Work Sample Portfolios	Student Teacher submission to you in preferred format of paper or electronic. If NO Pass, contact Courtney Luce immediately. Submit as indicated by program on page 8.	Last Friday in April; November
Diverse Field Experience Form	Collect from student teacher, read and verify accuracy of information, then sign and return to student. The form will be scanned by the student into Canvas.	Last Friday in April; November or at any point during the semester
Seminar Log	Verify accuracy, sign, and retain for your records. Make sure the hour requirement is met and that seminars used meet the required guidelines.	Last Friday in April; November
PDQ (Dispositions)	Submit via Live Text	Last Friday in April; November

- All UNC University Supervisors are required to have a school-based meeting at the beginning of the semester with each of the cooperating teachers with whom they have been assigned to work. If there is more than one cooperating teacher in the same school, a group meeting would be most appropriate. The purpose of the meeting is to review: cooperating teacher's, candidate's, and supervisor's roles and responsibilities for the semester; packets with evaluation rubrics and forms; online handbooks, guidelines for addressing candidate concerns/dispositions; and mentoring/coaching strategies.
- Maintain open communication and good personal relationships with the student, the cooperating teacher, and the principal/administrative staff.

- Clarify the University's expectations for the roles of the student teacher, the cooperating teacher, and the principal.
- Complete all visits (initial visit, four observations, and a final visit)
- Discuss the student teacher's experience with the building principal prior to the end of the student teaching experience.
- Mileage reimbursement policy: For supervision trips, please chose as your starting point either Greeley or your home address, whichever is the closest to the site. All trips over 130 miles roundtrip must be approved in advance by STE Director. Please try to combine trips whenever possible. Submit reimbursement requests online by the end of each month at <http://www.unco.edu/teach/faculty/index.html#fieldSupervisors>

Status of the Student Teacher in Colorado

Student Teachers may NOT be used as substitute teachers during their student teaching experience without express approval of the Director of the School of Teacher Education and consent of the candidate's program coordinator.

Colorado law states, as part of the "Cooperative Teacher Education Act "22-62-105. Authority and status of student teachers.

(1) 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 Governmental Immunity Act", article 10 of title 24, C.R.S. The duties and responsibilities of the student teacher shall be determined by mutual agreement between the school district and the authorized representative of the college.

(2) The student teacher, during his practice teaching in a school, shall be deemed an employee of the school district for the purpose of workers' compensation and liability insurance as provided for other school employees.

Policy on payments to student teachers

Sometimes, cooperating school districts express a desire to employ the student teacher during the student teaching experience. However, student teachers are not permitted to accept payment for a teaching assignment from a district during the time period designated as the "student teaching experience" unless prior approval for extraordinary circumstances has been given by the Director of the School of Teacher Education with consent of the Coordinator of the Secondary PTEP. In these rare occasions, student teachers still need intensive mentoring and supervision, and cannot be simply used as substitute teachers (see above).

Program Specific Requirements

Requirement	History/Geography	Math	Science	Theatre	Languages
Contact for Questions	History: Fritz Fischer; Mary Borg Geography: Phil Klein	Robert Powers (Secondary Mathematics) Bill Blubaugh (Math Student Teaching)	Content Specific	Mary Schuttler; Gillian McNally	Content Specific
Midterm/ Final Evaluation	Midterm: if teacher or supervisor identifies a concern that will result in the teacher candidate failing, a written narrative of the issues involved should be shared with the teacher candidate, the host teacher, the supervisor, the History Department and Courtney Luce no more than one month before the end of the experience. Final: Live Text	Midterm: NA Final: Live Text	Midterm: PDQ Final: Live Text	Midterm: PDQ Final: Live Text	Midterm: NA Final: Live Text
Observations & Forms	Emailed to University Supervisor to keep in an electronic file	Lesson Plan Observation forms on Live Text	Lesson Plan Observation forms on Live Text	Emailed to University Supervisor to keep in an electronic file	Emailed to University Supervisor
Work Sample	Emailed to Supervisor, who will report pass/fail to the STEP Coordinator & input grade	Supervisor submit in Live Text; notify STEP Coordinator of Pass/Fail	Graded using rubric on Live Text	Emailed to Mary Schuttler, who will report pass/fail to the STEP Coordinator & input into Live Text	Hard Copies to program coordinator, who will report pass/fail to the STEP Coordinator
PDQ Form	Live Text	Live Text	Live Text - Due at midterm	Live Text - Due by 7th week.	Live Text