Secondary Professional Teacher Education Program
College of Education and Behavioral Sciences

English Education Secondary Student Teaching Handbook & Syllabus Fall 2019

For Secondary PTEP Student Teachers Cooperating Teachers & University Supervisors

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*This handbook supersedes the handbook for student teachers in other content areas.*
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 a special permission is given to complete a specific course after student teaching. This is a 16-week experience in a content area teaching in middle or high school where the student 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 public 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, 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.

Performance Based Standards for Colorado Teachers
See www.unco.edu/cebs/pdfs/perfbasedstandards.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. 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 and in the STEP Final evaluation form and complete your work sample.

**Forms are available at


Please alert your English Education contact immediately if there are any other circumstances which may potentially affect a passing grade.
Important Deadlines

<table>
<thead>
<tr>
<th>Assignments/forms</th>
<th>Turn in to...</th>
<th>By...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development Plan</td>
<td>UNC Supervisor</td>
<td>During first visit (First visit must be completed before August 31)</td>
</tr>
<tr>
<td>Mid-term evaluation form completed by Cooperating Teacher</td>
<td>Have cooperating teacher complete in LiveText. Discuss with teacher candidate.</td>
<td>10/18</td>
</tr>
<tr>
<td>Dispositions evaluations completed by Cooperating Teacher</td>
<td>Have cooperating teacher complete in LiveText. Discuss with teacher candidate.</td>
<td>11/18</td>
</tr>
<tr>
<td>Work Sample Portfolio</td>
<td>UNC Supervisor (with the Work Sample)</td>
<td>11/18</td>
</tr>
<tr>
<td>As an EED student teacher, you only need to complete sections I, III, IV, V, and VI only. (NOT iWebfolio)</td>
<td>If you have a UNC designee for out-of-state or out-of-area OR person who does not understand the work sample requirements, work sample should be graded by UNC content advisor. Please make that contact.</td>
<td></td>
</tr>
<tr>
<td>Professional Development Seminar Log</td>
<td>Teacher candidate keeps copies and submits all forms with the work sample. Make a copy to keep for your own records.</td>
<td>11/18</td>
</tr>
<tr>
<td>Final Evaluation form completed by Cooperating Teacher</td>
<td>Have cooperating teacher complete in LiveText. Discuss with teacher candidate.</td>
<td>11/29</td>
</tr>
<tr>
<td>Complete Program Exit Survey completed by Teacher Candidate</td>
<td>Teacher candidate completes in LiveText.</td>
<td>11/29</td>
</tr>
</tbody>
</table>

Student Teacher Expectations

- **Print a copy of this handbook and give it to your cooperating teacher.**
- **Plan lessons on a daily/weekly basis and submit the plans to the cooperating teacher for review and recommendations prior to teaching the lesson. Lesson plans must be emailed to your content area person on Sunday nights for the whole week AND be made available to the UNC Supervisor on each visit.**
- **Conform to and comply with the host school and district’s rules, policies, and standards of professional behavior. Become familiar with these right away.**
- **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)***
- **Attend UNC Student Teaching Seminars (2) and professional development seminars sponsored by your school, school district, professional organization, etc. totaling 15 hours**
• Gradually assume full teaching and related responsibilities (as agreed upon by cooperating teacher and UNC Supervisor and in accordance with licensure guidelines)
• 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 time line 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 and should be submitted to the UNC Supervisor during the first visit. 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.

<table>
<thead>
<tr>
<th>Week</th>
<th>Suggested Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>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.</td>
</tr>
<tr>
<td>2</td>
<td>Continue to plan with cooperating teacher(s); prepare lesson plans; work with individuals and small groups.</td>
</tr>
<tr>
<td>3</td>
<td>Continue to plan and assume some classroom responsibilities, inclusive of teaching planned lessons.</td>
</tr>
<tr>
<td>4</td>
<td>Continue to prepare lesson plans and teach lessons daily; continue to add other teaching responsibilities.</td>
</tr>
<tr>
<td>5-7</td>
<td>Continue to add teaching responsibilities until full time teaching responsibilities are reached.</td>
</tr>
<tr>
<td>8-13</td>
<td>Full time teaching responsibilities</td>
</tr>
<tr>
<td>14-16</td>
<td>Begin to gradually release responsibilities back to cooperating teacher(s).</td>
</tr>
</tbody>
</table>


You need to attend at least 3 separate events as part of your professional development hours (two at UNC and an additional training). Your UNC seminars count for the amount of scheduled hours. Your other hours can be obtained by attending special trainings held at your school or under the direction of your school or district. Acceptable meetings include:

• Curriculum trainings
• Professional Development Trainings
• Content or curriculum-based conferences
• Other educational events.

It does not include things like attending/working sports events (although those are very valuable and important experiences). If you attend a workshop that lasts 8 hours, you can include it on your log as a maximum of 8 hours; however, you will still must have a minimum of three events. 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 all needed forms. Cooperating teachers must complete the following:

Required:
- Four lesson observation forms, signed and reviewed by you and the teacher candidate. Submit to the teacher candidate who will be responsible for uploading them to LiveText.
- Complete the following in LiveText
  - Mid-term Evaluation form
  - Dispositions Evaluation form
  - Final Evaluation Form

Optional/as needed:
- Emails to the UNC Supervisor about concerns.

Cooperating Teacher Compensation

All UNC cooperating teachers are eligible to choose between receiving 2 graduate credits for supervising a student teacher candidate OR a $100 stipend.

If you choose to receive the graduate credit (NO FEES attached), please complete the EDF 513 Registration Form found at http://www.unco.edu/cebs/teacher-education/mentor-teachers/. Due to new Federal compliance policies, you must apply for credit by the due date listed on the form. If we do not have a request for credit form from you by the deadline, you will receive the stipend. Late credit requests cannot be accepted. Paperwork to receive the stipend will be emailed to you at the end of the semester hosting period.

You may also use this mentoring experience to receive credit toward licensure renewal with the Colorado Department of Education. If you are interested in receiving CDE credit for licensure renewal, please contact Lynette Kerrigan for a verification form and see the instructions at http://www.cde.state.co.us/cdeprof/checklist-renewprofessionalteacher. You may only use a total of 45 clock hours of mentorship for renewal credit.

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. If possible, 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 four times throughout the semester. 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.
- Please alert your English Education contact immediately about any incomplete paperwork, inadequate work, concerns, or any other circumstances which may potentially affect passing grade.

UNC Supervisor Responsibilities

Please alert Dr. Kraver, Dr. Bailey, or Courtney Luce immediately 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 all records in your possession for one calendar for at least one year after completion of the course. With the exception of the Diverse Field Experience form, do not send any hard copies of any records to STE or Student Teaching office.

- 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)
• If appropriate, 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 choose 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 to Cheryl Sparks.

**Status of the Student Teacher in Colorado**

Student Teachers may NOT be used as substitute teachers during their student teaching experience. They must be under the direct supervision of their cooperating teacher, another certified professional or substitute teacher.

**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 Coordinator of the Secondary PTEP. On these rare occasions, student teachers still need intensive mentoring and supervision, and cannot be simply used as substitute teachers.