

Secondary Student Teaching Handbook & Syllabus for STEP 464: 2021-2022

For Secondary PTEP Student Teachers, Mentor Teachers, & University Supervisors

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Course Description

Secondary Student Teaching, Prerequisites: EDFE 130/Student Teaching Application checkpoint 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/Colo%20Teacher%20Quality%20Standards%20Ref%20Guide%202.pdf>

CLD Requirements

5.15(1) ELEMENT A: Educators are knowledgeable in, understand and able to use the major theories, concepts and research related to language acquisition and language development for CLD students.

Outcome Measures:

- Lesson planning incorporates planning for explicit language instruction, observation rubrics used meet the Colorado State Teacher Quality Standards for teaching students who are Culturally and Linguistically Diverse (*See Standard 2: Element B in Appendix A*).
- Advanced Work Sample project includes analysis of academic discourse, use of CLD/EL support strategies, supporting mathematics development through language (e.g., language function, language demands, and language supports) for both the planning and implementation of instruction. Rubrics used to assess the project.

5.15(2) ELEMENT B: Educators are knowledgeable in, understand, and able to use progress monitoring in conjunction with formative and summative assessments to support student learning.

Outcome Measures:

- Lesson planning incorporates planning for explicit language instruction, observation rubrics used meet the Colorado State Teacher Quality Standards for teaching students who are Culturally and Linguistically Diverse (*See Standard 2: Element B in Appendix A*).
- Advanced work sample project includes analysis of academic discourse, use of CLD/EL support strategies, supporting mathematics development through language (e.g., language function, language demands, and language supports) for both the planning and implementation of instruction.
- Assessment analysis (formative/summative) includes analysis of language understanding and use during instruction (all students and CLD/EL students in particular) focusing on language function, vocabulary and/or symbols, and mathematical precursors, discourse, or syntax. Analysis includes narrative discussing how the assessment will inform future instruction. Rubrics used to assess the project.

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 <https://www.unco.edu/cebs/teacher-education/undergraduate-programs/secondary-education/current-students/#fndtn-tabStudentTeaching4-d18e283> and on the 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-area supervisor the work sample will be graded by your UNC content advisor. Please make that contact.	First Friday in April/November
4 Lesson Observation Forms completed by Mentor Teacher	Submitted in Live Text	Last Friday in April/November
4 Lesson Observation Forms completed by UNC Supervisor	Submitted in Live Text	Last Friday in April/November
Professional Dispositions Rubric (PDQ)	Live Text (also see page 11 for program specific due dates)	Last Friday in April/November
Mid-term evaluation form	See page 11 for program specific requirements	7 th week
Diverse Field Experience Form	<i>If required by your specific program:</i> Scan signed form and upload to Canvas or Live Text, see page 11.	Last Friday in April/November
Final Evaluation of Student Teacher (Program Completer)	Complete self-evaluation and Remind Mentor Teacher and UNC supervisor both to complete in 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 mentor 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 mentor 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 experience. 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 mentor 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.

Live Text

Teacher Education programs across the nation are highly regulated by various standards from the state and/or professional organizations. A majority of teacher education programs in the nation enrolling more than 250 teacher candidates use an electronic data management system for program assessment and improvement to benefit the students. At UNC Live Text is required for field experience assessment submissions and is used for documentation of field hours, lesson evaluations, professionalism evaluation, Work Sample/Capstone units and serves as a portfolio tool for future employment and as a teaching resource. Additionally Live Text will be used in some educator preparation courses.

Students pay a one-time UNC program fee to cover the cost of a 7-year Live Text account. If you **have not already used Live Text in a previous semester** complete the following:

Student Live Text Registration Information

AFTER you receive an email from UNC (in your Bear Email), please follow these instructions. Go to www.livetext.com and click on the **REGISTER** tab at the top of the LiveText homepage

- Click the **Register** button under **Register Membership**. The registration form opens.
- Select the radio button for **Student**.
- Enter the **16 character key code** that was provided to you in the email.
- **Register Your Student Membership.**
 - Please complete your profile to the best of your ability. Name, Date of Birth, and Institution and Email Addresses are required fields. **Use your bear email address for BOTH the school email and the personal email!**
- Create Your LiveText Membership Account.
 - You will be prompted to create a unique username and password. When creating a username, the name will be compared to all LiveText users. If you receive the message “Username is already taken”, you will have to modify your username.
- **Select a security question** from the dropdown menu. This may be used in the username/password recovery process.
- **Select the Terms of Service** check box and **Click the Register My Membership Account** button to complete the registration process.
- Account Activation completed.

After successfully completing the registration process, LiveText will display a screen with your newly created username and password.

Your login information will also be sent to the email address provided during account registration.

After the UNC Add/Drop date for course registration, your field placement will be created in Live Text. At that time you, your mentor teacher and your UNC supervisor will receive an email indicating the placement has been made. Your mentor teacher will also receive instructions to set up a user name and password if they have never used Live Text before.

Please note: the manual entry of placements in Live Text can take several weeks. Please be patient and wait to receive the email letting you know your placement is active.

Mentor 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).*

Required:

1. Four lesson observation forms (<http://www.unco.edu/cebs/teacher-education/undergraduate-programs/secondary-education/current-students/#fndtn-tabStudentTeaching4-d17e284>), reviewed by you and the teacher candidate. Submit in Live Text.
2. Professional Dispositions Rubric (PDQ) submitted in Live Text.
3. Mid-term Evaluation see page 11 for program specific requirements. **Some programs do not require a midterm.**
4. Final Evaluation of Student Teacher (Program Completer) in Live Text.

Optional/as needed:

1. **Student teacher Concern.** Please contact university supervisor/program coordinator and lynette.kerrigan@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.

Mentor Teacher Live Text

A component of being a mentor teacher requires you to complete the required forms through the online data management system, LiveText by Watermark (<https://www.livetext.com/>). After a student teacher registers his/her account, an account will be assigned to you. You will receive a message from LiveText/Watermark in your school email account with a username and password. Please also refer to UNC LiveText resources website for further instruction

<http://www.unco.edu/education-behavioral-sciences/livetext.aspx>

Please note you will not receive this email until approximately the 4th week of student teaching.

Mentor Teacher Compensation

All UNC Mentor Teachers may choose to receive graduate credit for supervising teacher candidates OR a stipend payment.

Note that this credit cannot be used toward a degree program. It is credit that will appear on an official transcript and is typically used by Mentor Teachers to make a move up on their district pay scale.

There is no longer a form needed to receive Graduate credit! Please use this link for more details and instruction: <https://www.unco.edu/cebs/teacher-education/mentor-teachers/>

This is a two-step process! Step one, application for UNC Non-Degree seeking student status, must be completed by the appropriate deadline below. Upon completion of step one, you will receive an email with step two instructions and additional deadlines. If you do not complete step one by the deadlines listed below you will automatically receive paperwork to process the stipend payment at the end of the semester. We are sorry, however LATE CREDIT REQUESTS CANNOT BE HONORED.

Non-Degree Student enrollment deadlines:

Spring semester hosting, Add Deadline is March 20th

Fall semester hosting, Add Deadline is October 20th

In addition to either the graduate credit or the stipend payment, mentor teachers may request a verification form used for licensure renewal credit with the State. Contact Lynette Kerrigan, lynette.kerrigan@unco.edu to request this form.

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 matt.farber@unco.edu about any incomplete paperwork, inadequate Work Sample Portfolios, concerns by mentor teachers or teacher candidates, or any other circumstances which may potentially affect passing grade.

Retain copies all records that are 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.

Paperwork

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 week
Four lesson observation forms submitted by Mentor teacher	Discuss with student teacher and allow him or her to retain a copy. Submit in Live Text. 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 in Live Text.	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 Matt Farber immediately. Submit grading rubric in Live Text.	Last Friday in April/November
Diverse Field Experience Form	If required by the specific program: 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 or Live Text (see pg. 11)	Last Friday in April/ November
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	Due date of specific program

- 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 choose as your starting point either Greeley or your home address, whichever is the closest to the site. Mileage over 50 miles roundtrip will not be reimbursed without documented special circumstances and advance approval 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 with consent of the candidate's program coordinator. Requests to have a student teacher serve as a substitute for their mentor teacher should be directed to the School of Teacher Education Placement office: lynette.kerrigan@unco.edu; 970-351-1623.

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, partner 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 Content 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).

Requests to hire a student teacher to work as a substitute in any capacity should be directed to the School of Teacher Placement office: lynette.kerrigan@unco.edu; 970-351-1623.

Changes in Placement

- Immediately report to the STE Placement Office any changes in placement – a change in mentor teacher, grade level, location, etc.
- When a placement terminates at the request of the school/mentor teacher, the candidate, or the UNC program coordinator, the STE Placement Office must be notified.
- When a placement terminates due to the performance/disposition of the teacher candidate:
 - a. A concern form must be completed and submitted to the STE Placement Office with supporting documentation.
 - b. If a re-placement is to be considered, a meeting of the STE Placement Office, program coordinator and teacher candidate will determine next steps in the program.

Program Specific Requirements

Requirement	English	Math	Social Studies	Science
Contact for Questions	Jeri Kraver Stacy Bailey	Robert Powers	History: Fritz Fischer Geography: Phil Klein	Biology: Robert Reinsvold Chemistry: Melissa Weinrich Earth Science: Byron Straw Physics: Cynthia Galovich
Professional Dispositions Qualities Rubric (PDQ)	End of Semester in Live Text	End of Semester, in Live Text	End of Semester in Live Text At midterm: <i>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 Program Coordinator no more than one month before the end of the experience.</i>	At Midterm in Live Text
Lesson Observations	See program coordinator for form/submission	Lesson Plan Observation forms in Live Text	Lesson Plan Observation forms in Live Text	Lesson Plan Observation forms in Live Text
Work Sample	Graded by Supervisor in Live Text	Graded by Supervisor in Live Text	Graded by Supervisor in Live Text	Graded by Supervisor in Live Text
Final Evaluation (Program Completer)	Live Text	Live Text	Live Text	Live Text
Other	EED Mid-Term submitted by Mentor Teacher in Live Text; Diverse Field Experience form, scanned into Canvas		History Content Knowledge Assessment submitted by Program Coordinator in Live Text; Diverse Field Experience Form, attached to Live Text.	