



THE UNIVERSITY  
OF ARIZONA®

College of Education



Fall 2011  
Spring 2012

# Student Teacher Guidebook



Student Teachers  
Cooperating/Mentor Teachers  
University Supervisors

# Introduction

The University of Arizona, College of Education is committed to providing our students with a positive, professional, and practical student teaching experience. University supervisors, along with cooperating/mentor teachers, are the professionals who work with student teachers to help them have a successful student teaching experience which will encourage them to enter the education profession as an enthusiastic and effective teacher.

This edition of the “Student Teacher Guidebook” is meant to be a resource guide with practical information to help student teachers and cooperating/mentor teachers understand their roles and responsibilities. This year we will have several different models of student teaching and changes to programs are taking place throughout the semester. Therefore this handbook is not meant to be comprehensive. We will constantly be revising and updating information as we receive your feedback and updated information. It will be the student teacher, cooperating/mentor teacher, and University supervisor’s responsibility to obtain any additional information they feel is necessary to be successful.

As the Director of Field Experiences, I want to welcome you to the University of Arizona, College of Education student teaching semester and thank you in advance for your commitment to make the Teacher Preparation Program and specifically the Student Teaching Experience, a positive, professional and practical experience, which will prepare teachers for future success in the classroom.



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# Student Teacher Information

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# InTASC Professional Teacher Standards

(InTASC = Intra State New Teachers Assessment  
and Support Consortium Standards)

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# **The InTASC Model Core Teaching Standards (April 2011)**

## **THE LEARNER AND LEARNING**

### **STANDARD 1: Learner Development**

The teacher understands how the learners grow and develop, recognizing that the patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional and physical areas and designs and implements developmentally appropriate and challenging learning experiences.

### **STANDARD 2: Learning Differences**

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

### **STANDARD 3: Learning Environments**

The teacher works with others to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning and self motivation.

## **CONTENT KNOWLEDGE**

### **STANDARD 4: Content Knowledge**

The teacher understands the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

### **STANDARD 5: Application of Content**

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity and collaborative problem solving related to authentic local and global issues.

# **INSTRUCTIONAL PRACTICE**

## **STANDARD 6: Assessment**

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress and to guide the teacher's and learner's decision making.

## **STANDARD 7: Planning for Instruction**

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross disciplinary skill and pedagogy, as well as knowledge of learners and the community context.

## **STANDARD 8: Instructional Strategies**

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.

# **PROFESSIONAL RESPONSIBILITY**

## **STANDARD 9: Professional Learning and Ethical Practice**

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals and the community) and adapts practice to meet the needs of each learner.

## **STANDARD 10: Leadership and Collaboration**

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals and community members to ensure learner growth and to advance the profession.

# U of A Standards for Teacher Candidates

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**\*\*This document is currently being revised and a new document will be given to you as soon as it is finished.**

## **PROFESSIONALISM CRITERIA**

All students in the University of Arizona Initial Teacher Preparation Program (ITP) are expected to demonstrate that they are prepared to teach children and youth. This preparation results from the combination of successful completion of University coursework and the demonstration of important human characteristics which teachers should possess. All ITP students will be screened throughout their program according to the criteria below. If all criteria are not met, students may be denied the opportunity to student teach. Without successful completion of student teaching, the University does not recommend students for Arizona teacher certification.

### **ACADEMIC ACHIEVEMENTS**

#### **ACADEMIC REQUIREMENTS**

- Student teachers have satisfactorily completed the professional sequence of coursework in the ITPP prior to student teaching.
- Student teachers have achieved a 2.5 grade point average in their teaching major and a 2.5 grade point average in their professional studies prior to student teaching. (NOTE: the Department, the College, and Undergraduate Curriculum Committee have approved The GPA requirements.)

### **PROFESSIONALISM**

#### **PERSONAL AND PROFESSIONAL DEMEANOR**

- Teachers demonstrate positive personal hygiene habits.
- Teachers dress appropriately for their professional contexts.
- Teachers demonstrate the personal interactive attributes that are required for successful professional teaching. These attributes include openness to accepting and testing the results of unfamiliar ways of teaching, ability to accept and act upon reasonable criticism, enthusiasm for working collegially, ability to understand others' perspectives about teaching, ability to separate personal and professional issues, demonstrates positive attitudes toward colleagues and students, exhibits efforts that benefit students, and has developed a perspective on teaching and learning that embraces ethnic, cultural, and developmental diversity.

## **CULTURAL AND SOCIAL ATTITUDES AND BEHAVIOR**

- Teachers exhibit respect for peers, colleagues, and children and youth.
- Teachers are willing to look beyond self in their interactions with others, to respect differences of race, ethnicity, social class, national allegiance, and cultural heritage.
- Teachers work productively with their peers and colleagues.
- Teachers speak in a manner appropriate to the context of the classroom.
- Teachers demonstrate enthusiasm and positive social skills in professional and social interactions with peers, colleagues, and students.

### **Cognitive Behavior**

- Teachers think analytically about educational issues.
- Teachers thoughtfully reflective about their own practice.
- Teachers flexible, open to new ideas, and willing and able to modify their beliefs and practices.
- Teachers question and test their assumptions about teaching and schooling.

# Application Process and Eligibility for Student Teaching

The application process for student teaching begins the semester before students are placed in classrooms as student teachers. Students are informed by LISTSERVE, announcements, and flyers of upcoming important dates relating to the application process.

The first step in the application process involves students attending an “Application Meeting”. The Elementary and Early Childhood Application Meetings are held at the Elementary Field Based Methods school sites. The meetings are held at various times to accommodate student’s busy schedules and also to allow time to answer questions in small group situations. Application meetings are held in September for spring semester student teaching and in February for fall semester student teaching.

Students who are unable to attend the meetings are required to make an appointment with the Director of Field Experiences. Students will obtain their application packet and have the opportunity to ask questions.

The student teaching application form is online and includes general information needed to place students in the best possible classroom situation which will assure a positive student teaching experience. Information collected includes the student’s school district preference and content area and grade level for placement. Once the online application has been submitted to the Office of Field Experiences, the student meets with the Director of Field Experiences and brings a resume, eligibility form signed by specific content departments (Secondary).

When students have completed their packet, students bring this information to the Director and an individual conference is held. The packet must be complete and during the conference additional information is obtained regarding preference for placement. Eligibility is essential and the packet includes confirmation of a 2.5 GPA with a signature from an advisor confirming required coursework has been completed.

# Eligibility Requirements

*Fingerprinting: You must have a current fingerprint clearance card to be eligible to student teach.*

*Elementary, Early Childhood, Cross Categorical and Secondary education students: You must maintain a 2.5 GPA and receive a grade of C or better in all professional courses to be eligible for student teaching.*

# Policy Regarding Placements

It is a College of Education policy that student teachers not be placed in schools where their child or relatives attend or work.

The Director of Field Experiences will work with the school district administrators to place student teachers with cooperating/mentor teachers who are qualified and available.

# Disability Accommodations

Students with disabilities who, with or without reasonable accommodation, can complete the essential requirements of the program will not be discriminated against because of their disabilities. Information may be obtained in the Field Experiences Office.

# Nondiscrimination and Anti-Harassment Policy

The College of Education joins in the University of Arizona's commitment to an environment free of discrimination, harassment and retaliation based upon race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity or other protected characteristics. If you have questions or concerns about possible discrimination or harassment, including in a field experience or any University-sponsored activity, please contact the University Office of Institutional Equity at 520-621-9449.

*Office of Field Experiences*

*Placement Guidelines  
for Student Teachers*

1. Student teachers will receive a potential placement information packet from the Director of Field Experiences, to include:
  - A. Potential Placement Information
    1. Cooperating/Mentor Teacher
    2. Grade Level/Major
    3. School Name
    4. School Phone Number
  - B. Copy of Placement Guidelines for Student Teachers
  - C. Student teaching agreement form
  - D. Important Information
2. School district administration or principals approve potential cooperating teachers.
3. Once students receive the potential placement information they call the designated cooperating/mentor teacher or principal within two (2) days to arrange a time to meet with the teacher or to observe in the classroom.
4. Students observe in the classroom and meet the teacher at the scheduled time. This should be done as soon as possible.
5. Once the student teacher and cooperating/mentor teacher agree to the placement the principal must also agree.
6. Once the "Student Teaching Agreement" form is signed by the Cooperating/Mentor Teacher, Principal, and Student Teacher it is returned to the Director of Field Experiences.
7. **Student teachers are responsible for returning agreement forms.**
8. **Student teaching placements are not confirmed until signed agreement forms are returned to the Director of Field Experiences.**

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College of Education

*Office of Field Experiences*  
**STUDENT TEACHING AGREEMENT FORM**  
Contingent on fingerprint clearance and eligibility

Completed by *STUDENT TEACHER*:

Name: \_\_\_\_\_

**Due Date:**  
**Friday, September 23, 2011**

**ELEMENTARY and EARLY CHILDHOOD  
STUDENT TEACHERS**

Methods Site \_\_\_\_\_  
Student Teaching Grade Level \_\_\_\_\_

**SECONDARY STUDENT TEACHERS**

Major \_\_\_\_\_  
Content Area \_\_\_\_\_

School District: \_\_\_\_\_

School Name: \_\_\_\_\_

*I AM ON THE COLLEGE OF EDUCATION LISTSERV* Yes  No

It is *essential* that you are on the right College of Education ListServ and check your email regularly. Much of our communication will take place through email. If you are not on the ListServ, please write in your U of A email how

U of A Email Address: \_\_\_\_\_

Sample

By signing below, I acknowledge the following:  
I accept responsibility for all information/procedures listed in the 2011-2012 Student Teacher Guidebook.

I understand attendance for student teachers at the Student Teacher Professional Development Conference is MANDATORY, 8:30 - 5:30, *Thursday, January 5, 2012.*

Completed by *COOPERATING/MENTOR TEACHER*:

Name: \_\_\_\_\_

Home Phone # \_\_\_\_\_ Work Phone#: \_\_\_\_\_

Permanent Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Email Address: \_\_\_\_\_

*By signing below, I acknowledge that I am currently certified by the state of Arizona to teach in the public school system.*

**SIGNATURES**

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

\_\_\_\_\_  
Cooperating/Mentor Teacher \_\_\_\_\_  
Date

\_\_\_\_\_  
School Principal/Administrator/Director \_\_\_\_\_  
Date

Completed form must be on file with the Office of Field Experiences  
*on or before* Friday, September 23, 2011.

# **Calendar Information**

## **Student Teacher Semester Requirements**

Student teachers are required to student teach for a minimum of 75 days and have full responsibility for the classroom, planning and instruction for 20 days. Students in specific schools or content areas may be required to complete the school district semester.

## **Substitute Teaching**

Student teachers are not allowed to substitute teach during their required 75 days of student teaching.

## **Semester Calendar Guidelines**

Student teachers are required to report to their school when their cooperating/mentor teacher reports to the school. **REMEMBER!** This date is usually earlier than the official first day of class for University of Arizona students. School district calendars vary and it is the student teacher's responsibility to make sure they have a copy of the district calendar. The ending date of student teaching may vary according to school district policies. Although students are encouraged to complete the school district semester, the University school semester will usually end earlier and the majority of student teachers will end their student teaching on the official last day of University of Arizona classes.

Student teachers who are assigned to schools on year round or modified school calendars must develop an individual plan with their cooperating/mentor teacher and university supervisor to make sure they will complete the required 75 days. Student teachers will follow the holidays of the school district in which they are teaching not the University of Arizona. (Example – spring vacation)

# Required Daily Hours

## Required Daily Hours

Student teachers are required to be at school the same hours required for their cooperating/mentor teacher. Any adjustments to this must be approved by the university supervisor and cooperating teacher.

## Absences

Student teachers are required to notify their cooperating/mentor teacher and their university supervisor as early as possible if they are going to be absent or tardy. Excessive absences and tardies may be cause for removal of a student teacher from their student teaching assignment. Supervisors may ask for written medical verification and in some circumstances days may be added at the end of the year to make up days.

<b><i>COUNTED AS STUDENT TEACHING DAYS (Teachers spend the whole day at school or workshop)</i></b>	<b><i>NOT COUNTED AS STUDENT TEACHING DAYS</i></b>
In-service Days/Student Record Days/ Grading Days	Labor Day
Professional Development Days	Veteran's Day
Parent/Teacher Conference Days	Thanksgiving Holidays (Thursday and Friday)
Early Release Days (For Students)	Martin Luther King/Civil Rights Day
Student Teacher Professional Development Conference (Student Teachers report to the U of A Campus)	Rodeo Days
Career Fair Day (Student Teachers report to U of A Campus)	School Spring Break Days

# Student Teacher Phase-In Schedule

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*Office of Field Experiences*

**UNIVERSITY of ARIZONA  
PHASE IN SCHEDULE  
ELEMENTARY AND SECONDARY**

- *This form must be completed by the cooperating teacher and student teacher*
- *Dates and workload may change during the semester*
- *Schedule must be approved by University Supervisor*

Name \_\_\_\_\_ Semester \_\_\_\_\_ Year \_\_\_\_\_  
School \_\_\_\_\_ Grade/Content \_\_\_\_\_

Please fill out a tentative schedule after reading the "Student Teacher Phase In" section in your Student Teacher Guidebook

**PHASE I - Orientation**

**Beginning Date:** \_\_\_\_\_ **Ending Date:** \_\_\_\_\_

During this period, you are becoming familiar with all aspects of the classroom and school environment. You will observe but be actively involved as much as possible.

**PHASE II - Assuming Partial Responsibility**

**Beginning Date:** \_\_\_\_\_ **Ending Date:** \_\_\_\_\_

List the dates of the week and the partial responsibilities that you will assume for each week. It is recommended that the workload be accumulative, leading up to the gradual takeover of the entire day's responsibilities.

Date: \_\_\_\_\_ Workload \_\_\_\_\_  
Date: \_\_\_\_\_ Workload \_\_\_\_\_  
Date: \_\_\_\_\_ Workload \_\_\_\_\_  
Date: \_\_\_\_\_ Workload \_\_\_\_\_

**PHASE III - Maximum responsibility determined by Supervisor and approved by Director of Field Experiences - REQUIRED 4 WEEKS**

**Beginning Date:** \_\_\_\_\_ **Approx. Ending Date:** \_\_\_\_\_

You have full responsibility for planning, classroom management, and instructional program.

**PHASE IV - Transfer of Responsibility**

**Beginning Date:** \_\_\_\_\_ **Ending Date:** \_\_\_\_\_

Students are not finished student teaching until the end of a 75 day period.

Date: \_\_\_\_\_ Workload \_\_\_\_\_  
Date: \_\_\_\_\_ Workload \_\_\_\_\_  
Date: \_\_\_\_\_ Workload \_\_\_\_\_  
Date: \_\_\_\_\_ Workload \_\_\_\_\_

Student Teacher \_\_\_\_\_ Mentor Teacher \_\_\_\_\_  
University Supervisor \_\_\_\_\_ Date \_\_\_\_\_

*Supervisors must submit copy to the Office of Field Experiences.*

## *Office of Field Experiences*

### **PHASE-IN SCHEDULE**

**\*\*Student Teaching Calendars will need to be revised and adjusted depending on the teacher preparation program.**

**T**he Phasing-In Schedule is a suggested sequence for the student teacher's assumption of responsibility. It is a norm from which the mentor teacher, student teacher and university supervisor will work when structuring a specific student teacher's semester involvement. In instances where the student teacher has had previous field experiences in the mentor teacher's room, the schedule might be accelerated; in instances where a student teacher is progressing slowly, the schedule will be adjusted accordingly. **In all cases, it is essential that the mentor teacher remain actively involved in the instructional program, monitoring the student teacher's progress closely.** The university supervisor will work with the team to insure that the student teacher does meet the minimum four weeks requirement of maximum teaching responsibility and completes 75 days of student teaching.

All student teachers are required to have a tentative Plan of Action relating to the four phases below. As the semester progresses, adjustments may be made as needed.

**Phase I – Orientation**

**Phase II – Assuming Partial Responsibility**

**Phase III – Maximum Responsibility**

**Phase IV – Transfer of Responsibility**

On the following pages, the roles and responsibilities of student teachers and cooperating/mentor teachers are detailed.

## Phase I – ORIENTATION

**Length of Time: (1 Week)**

**Previous experience of student teacher will determine the orientation period.**

**Roles of Student Teacher: Observer, Tutor**

STUDENT TEACHER	COOPERATING/MENTOR TEACHER
<ol style="list-style-type: none"> <li>1. Becomes familiar with rules, regulations, and procedures of classrooms; develops skill in communicating rules to pupils.</li> <li>2. Becomes familiar with physical features of buildings.</li> <li>3. Becomes acquainted with and learns names of pupils; becomes aware of friendships and sub-groups; becomes acquainted with unique needs of individuals.</li> <li>4. Observes instruction, following a lesson plan prepared by the teacher, if possible.</li> <li>5. Participates in classroom routine (roll taking, recording grades, handing out/collecting material, supervision outside classroom) and learns daily schedule.</li> <li>6. Instructs in a limited sense, administers tests, tutors, and conducts short informal segments of the lesson working in small groups.</li> <li>7. Participates to some extent in related activities (faculty meetings, athletic contexts, student clubs.)</li> <li>8. Tutors individual students as assigned by the cooperating/mentor teacher.</li> <li>9. Constructs teaching aids and contributes materials to a motivating, attractive learning environment.</li> <li>10. Begins research on topics to be taught later</li> </ol>	<ol style="list-style-type: none"> <li>1. Assumes responsibility for planning and conducting class but involves the student teachers in instructional planning, shares long range plans for semester.</li>   <li>2. Involves the student teacher in observation, routine, procedures, preparation of materials, and interaction with students.</li>   <li>3. Sets aside special time to discuss the rationale of what the student teacher is seeing.</li>   <li>4. Sets standards for initial lesson planning format</li> </ol>

**Phase II – ASSUMING PARTIAL RESPONSIBILITY**

**Length of Time: 2 – 6 Weeks**

**Roles of Student Teacher:**

Intern  
Materials development  
Audiovisual aids

Instructor  
Limited large group  
instruction

Teaching Assistant  
Small group Instruction  
Team-teaching

<b>STUDENT TEACHER</b>	<b>COOPERATING/MENTOR TEACHER</b>
<ol style="list-style-type: none"> <li>1. Increases efforts to identify special class characteristics and to relate instruction to individual students (meets with individual students having problems, develops remedial material, determines utilization of special student talents.)</li> <li>2. Works with whole groups and small groups</li> <li>3. Teaches as specified by the mentor teacher, following school policies regarding lesson plans.</li> <li>4. Assumes gradually a larger responsibility for instruction by accumulating teaching responsibilities, adding one subject, specific time period or preparation every one to two weeks as teaching proficiency increases.</li> </ol>	<ol style="list-style-type: none"> <li>1. Plans cooperatively with the student teacher to execute instruction, starting with small tasks, such as doing a portion of a presentation, directing cooperative learning groups, jointly developing evaluation instrument, re-teaching concepts to small groups, providing enrichment activities.</li> <li>2. Continuously assesses the student teacher's level of competence in instruction and classroom management so that the student teacher can gain confidence before assuming additional responsibilities.</li> <li>3. Models a variety of instructional techniques so that student teacher develops a comfort level for a broad spectrum of teaching activities.</li> </ol>

Phase III – FULL RESPONSIBILITY

**Length of Time: Minimum of 20 Days**

**Role of Student Teacher:**

**Teacher**

**Major responsibility for teaching and planning**

STUDENT TEACHER	COOPERATING/MENTOR TEACHER
<ol style="list-style-type: none"> <li>1. Assumes primary responsibility for planning, preparing materials, and instructing assigned classes. *</li> <li>2. Implements classroom management.</li> <li>3. Assumes primary responsibility for developing the instruments of evaluation.</li> <li>4. Recommends student grades to cooperating/mentor teacher.</li> <li>5. Works on refinement of specific instructional techniques.</li> <li>6. Demonstrates the ability to provide instruction, which recognizes and provides for the ability and interest of individual students.</li> </ol> <p style="color: red; margin-top: 10px;">*A secondary student teacher will assume full responsibility for at least four classes. An elementary student teacher will take over the full teaching responsibilities of the cooperating/mentor teacher.</p>	<p>With the student teacher assuming primary responsibility for planning and instruction, the cooperating teacher:</p> <ol style="list-style-type: none"> <li>1. Examines, critiques, and provides necessary approval of student teacher plans for instruction and evaluation.</li> <li>2. Assumes primary responsibility for the assignment of any final grade.</li> <li>3. Observes and assesses student teacher pre-lessons and provides appropriate oral and written evaluation.</li> <li>4. Contributes to the class instruction in ways that are complementary to the general class presentation under the direction of the student teacher.</li> </ol>

Phase IV – TRANSFER OF RESPONSIBILITY

**Length of Time: 1 - 2 Weeks**  
**Roles of Student Teacher:**  
**Teaching Assistant, Observer**

<b>STUDENT TEACHER</b>	<b>COOPERATING/MENTOR TEACHER</b>
<ol style="list-style-type: none"> <li>1. Phases out of total responsibility by gradually turning portions of the instruction back to the cooperating/mentor teacher.</li> <li>2. Continues to teach but does not have full responsibility.</li> <li>3. Completes record keeping evaluation for portion of curriculum taught previously.</li> <li>4. In some situations supervisors will arrange visits to other classrooms and grade levels to observe teaching styles, classroom management strategies, and students. These classrooms may be in the same content area or grade level, or outside the subject area or grade level.</li> <li>5. Collects ideas to use at future time.</li> </ol>	<ol style="list-style-type: none"> <li>1. Assumes major instructional function before the end of the student teaching requirements.</li> <li>2. Models teaching strategies that student teacher has not seen or tried previously.</li> <li>3. Shares files and teaching ideas for curriculum not taught this semester.</li> <li>4. Discusses with student teacher the transition from student teaching to full-time membership in the teaching profession.</li> </ol>

## Student Teaching Requirements

1. Attend Student Teacher/Cooperating/Mentor Teacher Orientation Meeting, which is scheduled at the beginning of the student teaching semester.
2. Follow all responsibilities listed on the “Phase-In Schedule”.
3. Complete a portfolio which includes all required artifacts. Refer to the “Portfolio Assessment”.
4. Complete all required supervisor assignments.
5. Meet requirements regarding attendance at supervisor seminars.
6. Follow all requirements listed on the “Midterm” and “Final” assessment.
7. Purchase required textbook for TTE 493. Be responsible for reading the current “Student Teacher Guidebook”, which can be found online or purchased at Fast Copy’s website:

[https://www.myorderdesk.com/Form.asp?Provider\\_ID=155862&OrderFormID=305953](https://www.myorderdesk.com/Form.asp?Provider_ID=155862&OrderFormID=305953)

8. Student teachers are required to provide documentation on a “Time Card”. Documentation includes attendance, observations, pass or fail grade, completion of portfolio and other related activities. Time cards are to be signed and completed at the time of the final conference and given to the University Supervisor. Attendance will be verified by cooperating/mentor teacher each day and the University Supervisor will initial the timecard during each visit.

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# Cooperating/Mentor Teacher Information



*Office of Field Experiences*

# Cooperating/Mentor Teacher Information

## Selection Process

The process of selecting cooperating/mentor teachers involves collaboration between the Office of Field Experiences, school district administrators, and principals. A school district list of available and qualified teachers is submitted at least once a year to the Director of Field Experiences. These lists include potential cooperating/mentor teachers who have been approved by their principal and school district. The lists are updated throughout the school year to assure teachers are available and their grade level or content level has not changed. The number of student teachers each semester will determine the number of cooperating/mentor teachers used. It is important to remember all classroom teachers who are on the list may not be used as cooperating/mentor teachers. A limited number of school districts or schools have other specific procedures regarding student teacher placements.

## Qualifications

1. Employed as Arizona certified, full time teachers
2. Taught a minimum of three years in the designated primary, intermediate, or content area
3. Approved to be a cooperating/mentor teacher by their school district and principal
4. Interested in mentoring student teachers as part of their responsibility to the profession
5. Capable of working as effective team members with the school administration, university supervisor and the College of Education for the benefit of student teachers
6. Committed to spending time with student teachers in planning and evaluation
7. Evaluate continuously their own effectiveness as teachers and strive for self-improvement
8. Able to communicate their knowledge of teaching and learning to others
9. Demonstrate a positive and enthusiastic attitude toward teaching and working with student teachers

# *Office of Field Experiences*

## **Cooperating/Mentor Teacher Roles and Responsibilities**

1. Attend the University of Arizona Orientation meeting during the semester with student teacher
2. Review the “Student Teacher Guidebook”
3. Acquaint the student teacher with the school, staff, students, teachers, and community
4. Create an atmosphere of acceptance of the student teacher on the part of the students, parents, faculty, and school community
5. Orient the student teacher to the school policies, regulations and practices and classroom rules, organization and management
6. Review School Faculty Handbook and School Student Handbook
7. Provide a desk or work place, necessary instructional materials, resources, supplies, and equipment
8. Guide lesson planning and material development
9. Explain goals and objectives in relation to curriculum scope and sequence
10. Provide for positive learning experiences
11. Model assessment of student performance through appropriate diagnostic testing, record keeping and grading
12. Acquaint the student teacher with routine tasks and activities
13. Provide continuous support, conferences and feedback opportunities
14. Afford opportunities for observation and participation in experiences beyond the immediate classroom
15. Promote personal/professional growth
16. Provide opportunities for student teacher to work with English Language Learners.
17. **Please read carefully the “Student Teacher Phase In Schedule” for more specific details. (*Notice Phase IV*)**

# Cooperating/Mentor Teacher Feedback

## Evaluation as a Continuous Process

**F**eedback and support from the University Supervisor and cooperating/mentor teacher is essential. Suggestions, ideas, and strategies will help student teachers to continue to grow throughout their experience.

1. The time and location of conferences should be planned in advance, if possible. The setting should be informal and in a location where few interruptions are likely to occur.
2. The conferences should be characterized by a free exchange of ideas. It is helpful if many of the topics are problem-centered in terms of seeking answers to methodological or curriculum problems. Alternative solutions to such concerns should be analyzed with both the student teacher and cooperating/mentor teacher offering ideas. The use of video or audio taping can provide data for the conference.
3. The conferences should contribute to the student teacher becoming increasingly self-directive and self-evaluative.
4. Analysis of the student teacher's performance or personal qualities should achieve an appropriate balance between strengths and areas for improvement.
5. Cooperating/mentor teachers should offer suggestions and teaching ideas. Student teachers appreciate the time the cooperating/mentor teacher takes to show them instructional materials, bulletin board ideas, curriculum guides, diagnostic and assessment instruments and the modeling of effective instructional strategies.

## Daily Conferences

Daily conferences of comparatively short duration will give attention to matters of immediate consequence – adjustment of plans, coordinating work schedules, identifying and solving daily problems. The timing of such conferences may vary from day to day.

## **Weekly Conferences**

These conferences may be used for long-term planning, cooperative evaluation of the student teacher's competence and growth, analysis of the classroom teacher's instructional and classroom management procedures, and development of in-depth understanding of pupil behavior and community relations.

## **Video Taping**

Videotaping may be used to evaluate strengths and to point out opportunities to improve.

## **E-Mail**

Many cooperating/mentor teachers and student teachers use e-mail as one method of communication.

## **Conferences with the University Supervisor**

**Phase I** – The initial on-site visit

**Phase II** – Observations usually begin the second week of student teaching and continue every two weeks throughout the semester.

**Phase III** – The observations continue and the midterm conference is scheduled to include the student teacher and cooperating/mentor. At the conference the midterm assessment instrument will be discussed.

**Phase IV** – The final conference brings closure to the student teaching experience.

# Compensation for Cooperating/Mentor Teachers

**T**he Arizona Board of Regents has ruled that a cooperating/mentor teacher has the option of receiving a stipend or a University of Arizona fee waiver for mentoring a student teacher. At this time the stipend is \$360 or a fee waiver for 6 units of credit at the University of Arizona. The fee waiver must be used within one year after the student teaching semester and is invalid if it is not used within four academic terms. A letter confirming the fee waiver will be sent to the teacher's permanent address from the College of Education Business Office. The fee waiver does not cover late fees, special class fees or Student Recreation Center fees. Cooperating/mentor teachers will be required to fill out a compensation form and indicate their choice of reimbursement. **Checks will be issued within 4 to 6 weeks after the completion of the university academic semester.** If two cooperating/mentor teachers share responsibility for a student teacher, the compensation will be divided equally. No reimbursement will be given to cooperating/mentor teachers without their social security number and signature.

## Cash Stipend

Cash stipend requests are processed through the College of Education business office, sent to the Financial Services Office and checks are issued approximately four to six (4 to 6) weeks after the completion of the university academic semester.

## Tuition Waiver

Tuition waivers are sent from the College of Education business office and must be used within one (1) year, or four (4) academic terms, after the student teaching semester. Tuition waivers do not cover late fees, special class fees or Student Recreation Center fees.

## **Important information regarding compensation:**

- Cooperating/mentor teachers who were employed or terminated by the University of Arizona in the past twelve (12) calendar months must indicate that on the compensation card and are required to complete a Non Competitive Extra Help online application and will receive a payroll check. Indication of the university department is required. The only exception to this rule would be if you request a tuition fee waiver.
- Social Security numbers are **NOT** kept on file and must be provided each term.
- Compensation **CAN NOT** be processed without a signature or if there is any incomplete or incorrect information
- Non-US citizens **MUST** present original, valid employment documentation to the Office of Field Experiences.
- Both cash stipends and fee waivers are reported as taxable income to the Internal Revenue Service.

Mentor Teacher Name \_\_\_\_\_ SSN \_\_\_\_\_  
Last First MI Required for payment

Address \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ ZIP \_\_\_\_\_ Phone # \_\_\_\_\_

School \_\_\_\_\_ District \_\_\_\_\_ BIL Classroom Y / N \_\_\_\_\_

Student Teacher Name \_\_\_\_\_ Grade/Subject \_\_\_\_\_

<p><b>Choice of Honoraria:</b></p> <ul style="list-style-type: none"> <li>The Mentor Teacher is a certified professional educator who is currently employed in an educational classroom setting with students under the age of twenty-two. He/she will provide an opportunity for the student to fulfill the goals and objectives as required by the University of Arizona, College of Education. Mentor Teachers who supervise student teachers for the University of Arizona, College of Education shall be compensated in one of two ways: 1) cash stipend of \$390.00 or 2) tuition waiver for 8 units of credit. The option rests with the Mentor Teacher and must be made prior to the end of the semester in which the student teacher is supervised. Both the fee waiver and cash payment are reported as taxable income to the Internal Revenue Service (IRS).</li> </ul> <p><b>Mentor Teacher Acknowledges the Following:</b></p> <ul style="list-style-type: none"> <li>The Mentor Teacher provides mentoring services as an independent contractor to the U of A. The U of A only provides the overall mentor teacher objectives to be achieved and the Mentor Teacher determines the methods of achieving said objectives; and</li> <li>The Mentor Teacher understands that U of A will not withhold taxes from this payment, but that U of A is responsible for reporting payments received under this arrangement to the IRS on form 1099 as required by IRS regulation. The Mentor Teacher is responsible for paying all applicable Federal and State taxes associated with this arrangement.</li> </ul>		<p><input type="checkbox"/> I wish to receive a CASH STIPEND</p> <p><input type="checkbox"/> I wish to receive a non-transferable TUITION WAIVER</p> <p>• _____ Percent of time as Mentor Teacher  <small>*Most mentor teachers will write 100%. If your student teacher has two or more mentor teachers, this will be 50% or LESS, as applicable</small></p> <p>• Are you a US Citizen? Yes <input type="checkbox"/> No <input type="checkbox"/>  <small>If you are not a US Citizen, the U of A requires a photocopy of your Visa before payment can be processed.</small></p> <p>• Are you a U of A student? Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>• Have you been employed by the U of A in the past twelve months, other than as a mentor teacher? Yes <input type="checkbox"/> No <input type="checkbox"/>  <small>If yes, indicate home department: _____  <small>*Additional information and paperwork may be necessary for payment.</small></small></p>
<p>Signature (required): _____ Date: _____</p>		

Sample

### Student Teaching Mentor Compensation Cash Stipend and Tuition Waiver Policies and Procedures

If the *Cash Stipend* is selected:

- Cash stipends are issued approximately 4 to 6 weeks after the completion of the University academic semester. \*NOTE: Any incomplete or missing information will delay payment.
- Cash stipend payment process for U of A part-time employees:  
Cash stipend payment requests are processed as supplemental compensation for Mentor Teachers who are *active part-time employees in a UA department*. Payment will be added to your check received through your UA home department. Please indicate home department when completing Mentor compensation card.

If the *Tuition Waiver* is selected:

- The tuition waiver, for the number of units indicated, is valid for one year, or four academic terms (fall, spring, and two summer sessions), at the University of Arizona, beginning with the term immediately following the completion of your service as a cooperating teacher.
- The tuition waiver is not transferable; only the Mentor Teacher may use it. The tuition waiver does not cover late fees, special class fees, or any fees for the Student Recreation Center.

# University Supervisor Information

College  
*of*  
Education

THE UNIVERSITY OF ARIZONA®

*Office of Field Experiences*

# University Supervisors

## Qualifications

**S**upervisors are “Teaching, Learning and Sociocultural Studies Department” full and part time College of Education faculty members, faculty members from specific content area colleges and departments within the University of Arizona, and clinical faculty professors who are master teachers from local school districts.

University Supervisors work together with student teachers and cooperating/mentor teachers to form a valuable support system to assure a successful student teaching experience. University supervisors have expertise at the elementary and secondary level and expertise in specific content areas.

## Overview of Requirements

Supervision of student teachers involves a variety of strategies and assessments. Throughout the required 75 days, supervisors make weekly contacts, which are essential in order to assure two-way communication. Classroom observations are required at least every two weeks to evaluate the student teacher’s progress in all areas, not just instructional and classroom management strategies. Supervisor seminars are designed to meet the needs of the students throughout the semester. Supervision includes the important element of “coaching.” A variety of assessment instruments are used during the semester. (Informal and formal observations, midterm and final conferences involving the University supervisor, cooperating/mentor teacher, and student teacher, portfolio assessment, and a time card which documents accountability.) The supervision of student teachers is a supportive, informative, and caring process.

## ***“Student Teacher Professional Development Conference” and “Student Teacher and Cooperating/Mentor Teacher Orientation Meeting” at the College of Education***

**S**tudent teachers will be required to attend the “Student Teacher Professional Development Conference” which is held at the beginning of the semester at the University of Arizona from approximately 8:30 – 5:30. The last session at the conference is the “Student Teacher and Cooperating/Mentor Teacher Orientation.” Cooperating teachers will attend the last session, only.

This conference will run from approximately 8:30 a.m. – 5:30 p.m. and include all professional development classes for the semester, a general session, and supervisor meetings. The general session will include important information pertaining to the whole group of students. The supervisor meetings will be held in classrooms for supervisors to meet their student teachers and cooperating teachers. Roles, responsibilities, and requirements will be discussed.

### **Initial Visit to the Classroom**

This visit is scheduled at the beginning of the semester and is the first opportunity for the supervisor to visit the classroom. The supervisor will meet the office staff and if possible the principal. The opportunity to see the classroom “with students” is ideal but not always possible. The student teacher or cooperating/mentor teacher will introduce the supervisor to the classroom and students. These initial visits are usually 10 – 15 minutes.

\*It is important to find a place in the classroom that can be used for written communication so when supervisors are visiting the school and need to exchange written communication, they will not need to interrupt the instruction. (For example: tray, folder, and counter area)

\*This is a good time for the supervisor to be given a school handbook, which will include important practical information such as a map, school calendar, hours, and names of staff.

## **Classroom Observations At Least Every 2 Weeks**

### **Scheduling**

University of Arizona supervisors are not required to schedule observations but it is highly recommended that observations be scheduled. Due to the complicated school and classroom schedules when students may not be in the classroom it is more productive for time management to schedule observation times.

### **Amount of Time**

At the beginning of the semester, supervisors will be looking at such things as a positive and caring attitude when they observe the student teachers working with students. This type of observation may only last 15 minutes. However, it is very important to schedule some “coaching” time after each observation. Supervisors will decide the appropriate amount of time to schedule. (For example: 15 minutes for observation and 15 minutes for coaching for a total of 30 minutes)

During the semester, supervisors will be observing implementation of lesson plans or certain components of a lesson plan and the observation time will lengthen.

When the student teacher is doing their 20-day teaching requirement, it will be very important to schedule different times of the day or different days in order to see a variety of instructional strategies and classroom management techniques.

# **Weekly Contacts with Student Teachers**

Supervisors will make weekly contacts with student teachers throughout the semester. This will give supervisors a chance to answer individual questions and establish two-way communication strategies. Weekly contacts may include university meetings, seminars, conferences, e-mail, phone or written communication. Students may be required to keep a journal.

## **Seminars**

Seminars are meetings scheduled by the university supervisors to meet with their assigned student teachers. Student teachers may need to be out of the classroom during these meetings. Seminars are opportunities for teaching and answering student teacher's questions. As the semester begins, student teachers will have many questions about their requirements, school procedures, classroom management strategies, and scheduling.

Seminars may be combined with other activities. For example: Two supervisors may decide to cover the same topic and want to combine their groups of student teachers or a guest speaker may be scheduled for several groups. The University of Arizona may have certain events or workshops which may be counted as a seminar, with the approval of the supervisor. Sometimes individual school seminars are held due to the number of student teachers in different locations. Seminars are considered one of the "weekly contacts."

# *Office of Field Experiences*

## ***Policy for Student Teacher Dismissal/Reassignment***

In certain situations, a student may need to be moved to a second teaching assignment or removed totally from student teaching. Difficulties, which the student cannot overcome, such as: personality conflicts, conflicting expectations, excessive absences, inadequate performance, and insurmountable discipline problems are some of the typical causes.

***IT IS IMPERATIVE*** that the University Supervisors identify these difficulties early in the semester and notify the Director of Field Experiences as soon as the problem becomes evident. The following action should be taken without delay:

- I. If appropriate, a plan for improvement needs to be developed by the university supervisor and the cooperating/mentor teacher, which will be signed by the university supervisor, cooperating/mentor teacher and student teacher at a conference.
- II. The cooperating/mentor teacher and the university supervisor will recommend removal from the placement and document the reasons for these recommendations. A recommendation for removal shall be submitted to the Director of Field Experiences.
- III. The university supervisor and Director of Field Experiences will:
  - A. Make a decision regarding withdrawal from student teaching or reassignment of a placement.
  - B. A conference will be held with the student teacher, university supervisor, and the Director of Field Experiences to discuss the needs and responsibilities of the student teacher and to review the documentation.
    1. If the reason for removal is justified, and a second placement is an option, a written contract may be drawn up outlining university expectations for future development. In some cases, remediation may be required, and placement will be delayed. The Director of Field Experiences will review the outcome of the remediation experience to determine if a second and final placement will be awarded.
    2. All second placements are contingent on petition approval.
    3. **If a second placement is approved, this placement will be considered a final placement, and will be approved for the next semester.**
    4. All students will be referred to their academic advisor or the Director of Admissions, Advising and Student Services to discuss their options.

# Assessment of Student Teacher Performance



***\*\*The Student Teaching Assessment Instruments are currently being aligned with the InTASC Standards.***

*Office of Field Experiences*

# Assessment of Student Teacher Performance

## Grading

The student teacher who successfully completes student teaching requirements will receive the grade of “P” (pass) indicating he/she has received the prescribed units of credit for the course. The student who, in the judgment of the cooperating/mentor teacher and university supervisor, has failed to progress sufficiently during the student teaching experience will receive the grade of “F” (fail). Neither a passing nor a failing grade is included in the computation of the graduation grade average. All required materials must be received in the Office of Field Experiences before grades will be posted.

## Required Assessments

1. Midterm and Final Appraisal of Student Teacher Performance assessment instruments
2. Portfolio Assessment (To be reviewed and evaluated by University Supervisors)  
“Student Teacher Portfolio Criteria” is aligned with the state and national standards
3. Student Teacher Time Card  
The Student Teacher Time Card will confirm attendance at all required Student Teacher Professional Development Series workshops, supervisor seminars, or conferences and provide documentation of completed requirements.

# Midterm and Final Conference Guidelines

**Conferences must include University Supervisor,  
Cooperating/Mentor Teacher, and Student Teacher**

## Scheduling

### **BE PROACTIVE WHEN SCHEDULING**

(School district calendars may require adjusting these dates.)

#### **\*Midterm Conference –**

*Fall semester and Spring Semester - Approximately 7 weeks after beginning of student teaching.*

#### **\*Final Conference –**

*Fall semester – By first week in December  
Spring semester – By first week in May*

## Midterm and Final Assessment Form

The University of Arizona official forms are to be used for these conferences. Midterm and final forms must be signed and returned to the Director of Field Experiences for review.

## Procedures for Completing University of Arizona Assessment Forms

University supervisors and cooperating/mentor teachers will fill out the midterm and final assessment form. The conference must include the university supervisor, cooperating/mentor teacher, and student teacher. The assessment forms will be discussed at that time. **All three signatures and the date must be on the forms.**

Name: \_\_\_\_\_ School: \_\_\_\_\_

Semester: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Appraisal Scale:</b>	5	- Noteworthy evidence that student meets this criterion.
	4	- Considerable evidence that student meets this criterion.
	3	- Some evidence that student meets this criterion.
	2	- Minimal evidence that student meets this criterion.
	1	- No evidence that student meets this criterion.
	NA	- Criterion is not applicable or not observed.

<b>Demonstrates Content Knowledge InTASC 4,5</b>	5	4	3	2	1	NA	COMMENTS:	
Exhibits Standard English Knowledge								
a. Oral Language								
b. Written Language								
Spanish Proficiency for Bilingual Instruction								
<b>Elementary:</b> Demonstrates knowledge of content, pedagogy, and curriculum in the areas of:								
a. Reading								
b. Literature								
c. Writing								
d. Math								
e. Science								
f. Social Studies								
g. Fine Arts								
<b>Secondary:</b> Demonstrates knowledge of content, pedagogy, and curriculum in the subject area or areas for certification to teach.								
a.								
b.								
c.								
<b>Knowledge: Composite Rating</b>								

<b>Designs and Plans Instruction InTASC 1,2,3,7</b>	5	4	3	2	1	NA	COMMENTS:	
Uses standards/benchmarks to guide planning								
Specifies desired learner outcomes for lesson								
Relates present learning to prior knowledge								
Provides teaching procedures for sequential development								
Makes use of diverse strategies, instructional aides, and resource materials								
Specifies appropriate procedures for assessing student progress								
Includes opportunities for higher level thinking								
Links daily lesson to long range unit planning								
Plans for modifications based on individual student needs								
Identifies strategies and instructional aides to meet the needs of English Language Learners								
<b>Planning: Composite Rating</b>								

<b>Implements Instruction InTASC 1,2,5,6,8</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>NA</b>	<b>COMMENTS:</b>
Implements lesson plans effectively including modeling and practice							
Gives clear directions and explanations							
Uses instructional aides, resources/technology efficiently							
Maximizes student participation							
Monitors and assures individuals, group, and class learning							
Assesses and adjusts instruction to meet individual needs							
Implements strategies to meet the needs of English Language Learners							
<b>Instruction: Composite Rating</b>							

<b>Creates and Maintains a Positive Learning Climate InTASC 1,3</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>NA</b>	<b>COMMENTS:</b>
Communicates expectations of appropriate behavior							
Maintains positive classroom environment							
Deals effectively with disruptive behavior							
Provides feedback to students about behavior							
<b>Management: Composite Rating</b>							

<b>Professionalism InTASC 2,9,10</b>			<b>3</b>	<b>2</b>	<b>1</b>	<b>NA</b>	<b>COMMENTS:</b>
Dresses appropriately and demonstrates personal hygiene							
Exhibits enthusiasm for teaching and learning							
Demonstrates a caring, positive attitude							
Is flexible, open to new ideas, and demonstrates ability to modify beliefs and practices							
Displays initiative							
Understands and demonstrates respect for students and parents of diverse linguistic, cultural, and social backgrounds and cultures							
Is dependable and reliable							
Maintains professional ethics							
Collaborates with colleagues							
Participates in opportunities for professional growth							
<b>Professionalism: Composite Rating</b>							

Mentor Teacher \_\_\_\_\_ Date \_\_\_\_\_

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

UA Supervisor \_\_\_\_\_ Date \_\_\_\_\_

# STUDENT TEACHER PROGRESS REPORT FINAL ASSESSMENT

Name: \_\_\_\_\_ School: \_\_\_\_\_

Semester: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Appraisal Scale:</b>	5	- Noteworthy evidence that student meets this criterion.
	4	- Considerable evidence that student meets this criterion.
	3	- Some evidence that student meets this criterion.
	2	- Minimal evidence that student meets this criterion.
	1	- No evidence that student meets this criterion.
	NA	- Criterion is not applicable or not observed.

<b>Demonstrates Content Knowledge InTASC 4,5</b>	5	4	3	2	1	NA	<b>COMMENTS:</b>
Exhibits Standard English Knowledge							Sample
a. Oral Language							
b. Written Language							
Spanish Proficiency for Bilingual Instruction							
<b>Elementary:</b> Demonstrates knowledge of content, pedagogy, and curriculum in the areas of:							
a. Reading							
b. Literature							
c. Writing							
d. Math							
e. Science							
f. Social Studies							
g. Fine Arts							
<b>Secondary:</b> Demonstrates knowledge of content, pedagogy, and curriculum in the subject area or areas for certification to teach.							
a.							
b.							
c.							
<b>Knowledge: Composite Rating</b>							

<b>Designs and Plans Instruction InTASC 1,2,3,7</b>	5	4	3	2	1	NA	<b>COMMENTS:</b>
Uses standards/benchmarks to guide planning							
Specifies desired learner outcomes for lesson							
Relates present learning to prior knowledge							
Provides teaching procedures for sequential development							
Makes use of diverse strategies, instructional aides, and resource materials							
Specifies appropriate procedures for assessing student progress							
Includes opportunities for higher level thinking							
Links daily lesson to long range unit planning							
Plans for modifications based on individual student needs							
Identifies strategies and instructional aides to meet the needs of English Language Learners							
<b>Planning: Composite Rating</b>							

<b>Implements Instruction</b> <b>InTASC 1,2,5,6,8</b>	5	4	3	2	1	NA	COMMENTS:
Implements lesson plans effectively including modeling and practice							
Gives clear directions and explanations							
Uses instructional aides, resources/technology efficiently							
Maximizes student participation							
Monitors and assures individuals, group, and class learning							
Assesses and adjusts instruction to meet individual needs							
Implements strategies to meet the needs of English Language Learners							
<b>Instruction: Composite Rating</b>							

<b>Creates and Maintains a Positive Learning Climate</b> <b>InTASC 1,3</b>	5	4	3	2	1	NA	COMMENTS:
Communicates expectations of appropriate behavior							
Maintains positive classroom environment							
Deals effectively with disruptive behavior							
Provides feedback to students about behavior							
<b>Management: Composite Rating</b>							

<b>Professionalism</b> <b>InTASC 2,9,10</b>	5	4	3	2	1	NA	COMMENTS:
Dresses appropriately and demonstrates positive personal hygiene							
Exhibits enthusiasm for teaching and learning							
Demonstrates a caring, positive attitude							
Is flexible, open to new ideas, and demonstrates ability to modify beliefs and practices							
Displays initiative							
Understands and demonstrates respect for students and parents of diverse linguistic, cultural, and social backgrounds and cultures							
Is dependable and reliable							
Maintains professional ethics							
Collaborates with colleagues							
Participates in opportunities for professional growth							
<b>Professionalism: Composite Rating</b>							

Mentor Teacher \_\_\_\_\_ Date \_\_\_\_\_

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

UA Supervisor \_\_\_\_\_ Date \_\_\_\_\_

**FINAL GRADE:**        **PASS**        **FAIL**



College of Education

# STUDENT TEACHING TIME RECORD

SPRING 2012

**MUST COMPLETE IN BLUE OR BLACK INK**

STUDENT NAME (Last, First, Middle): _____		STUDENT ID: _____	
STUDENT TEACHING: _____		ENROLLED IN _____	
<input type="checkbox"/> ELEMENTARY GRADE _____ <input type="checkbox"/> SECONDARY MAJOR _____ <input type="checkbox"/> CROSS CAT: _____		<input type="checkbox"/> PROJECT NATIVE <input type="checkbox"/> BILINGUAL PROGRAM	
LOCAL ADDRESS (NO. STREET, APT.): _____		HOME PHONE: _____	
CITY: _____	STATE: _____	ZIP: _____	CELL PHONE: _____
PLACEMENT INFORMATION: _____		STUDENT TEACHER EMAIL: _____	
DISTRICT: _____		COOPERATING/MENTOR TEACHER: _____	
SCHOOL: _____		UNIVERSITY SUPERVISOR: _____	

	Days/15 Weeks (Minimum)																				
	Pre-Student Teaching		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Post-Student Teaching
Record Date(s)																					Record Date(s)
Monday																					
Tuesday																					
Wednesday																					
Thursday																					
Friday																					
Total Weekly Absent/Tardy																					
Mentor Teacher's Initials (Please Initial each visit)																					
Supervisor's Initials (Please Initial each visit)																					

Supervisor Classroom Observations	
Date	Supervisor Initials

Conferences	
Date	Supervisor Initials
Initial	
Midterm	
Final	

Supervisor Seminars	
Date	Supervisor Initials

Student Teaching Dates		Required for All Student Teachers	
	Supervisor Initials		Supervisor Initials
Beginning Date:		Student Teacher Professional Development Conference	Date/Time 01/5/2012 8:30-5:30
Ending Date: <small>(Date a minimum of 15 weeks)</small>		Education Career Fair	04/26/2012 10:00-1:00

*Student Teaching*      **PASS**      **FAIL**      *Portfolio Grade:*      **PASS**      **FAIL**  
*FINAL GRADE:*      (please circle)      (please circle)

My signature certifies the information on this card is true and accurate:


Student Teacher \_\_\_\_\_ Date: \_\_\_\_\_  
 Cooperating/Mentor Teacher \_\_\_\_\_ Date: \_\_\_\_\_  
 University Supervisor \_\_\_\_\_ Date: \_\_\_\_\_

**\*\*This Card must be completed and signed before your grade will be posted\*\***


# STUDENT TEACHER PORTFOLIO CRITERIA

(Aligned with State and National Standards)

<b>Demonstrates Content Knowledge InTASC 4,5</b>	
Exhibits Standard English Knowledge <ul style="list-style-type: none"> <li>a. Oral Language</li> <li>b. Written Language</li> </ul> Spanish Proficiency for Bilingual Instruction	
<b>Elementary:</b> Demonstrates knowledge of content, pedagogy, and curriculum in the areas of: <ul style="list-style-type: none"> <li>a. Reading</li> <li>b. Literature</li> <li>c. Writing</li> <li>d. Math</li> <li>e. Science</li> <li>f. Social Studies</li> <li>g. Fine Arts</li> </ul>	
<b>Secondary:</b> Demonstrates knowledge of content, pedagogy, and curriculum in the subject area or areas for certification to teach. <ul style="list-style-type: none"> <li>a.</li> <li>b.</li> <li>c.</li> </ul>	

<b>Portfolio Artifacts:</b>
<ol style="list-style-type: none"> <li>1. Philosophy of education</li> <li>2. List coursework</li> <li>3. Reflections relating to strengths, weaknesses and application</li> <li>4. Evidence of competency relating to written or oral language.               <ul style="list-style-type: none"> <li> For Example:                   <ul style="list-style-type: none"> <li>• <i>Newsletter</i></li> <li>• <i>Video/audio</i></li> <li>• <i>Parent communication</i></li> <li>• <i>Academic papers</i></li> </ul> </li> </ul> </li> </ol>

<b>Designs and Plans Instruction InTASC 1,2,3,7</b>
<ul style="list-style-type: none"> <li>• <u><i>Uses standards/benchmarks to guide planning</i></u></li> <li>• Specifies desired learner outcomes for lesson</li> <li>• Relates present learning to prior knowledge</li> <li>• Provides teaching procedures for sequential development</li> <li>• Makes use of diverse strategies, instructional aids and resource material</li> <li>• Specifies appropriate procedures for assessing student progress</li> </ul>

<b>Portfolio Artifacts:</b>
<ol style="list-style-type: none"> <li>1. Lesson Plans connected to standards in content-based areas.</li> <li>2. Evidence of long term planning district/state/standards.</li> <li>3. Evidence of short term and long-term assessment.</li> <li>4. Evidence of planning for diverse student needs               <ul style="list-style-type: none"> <li> For Example:                   <ul style="list-style-type: none"> <li>▪ Language needs</li> <li>▪ 504 accommodations</li> </ul> </li> </ul> </li> </ol>

### Implements Instruction InTASC 1,2,5,6,8

- Implements lesson plans effectively including modeling and practice
- Gives clear directions and explanations
- Uses instructional aides, resources/technology efficiently
- Maximizes student participation
- Monitors and assures individuals, group, and class learning
- Uses instructional time efficiently
- Assesses and adjusts instruction to meet individual needs
- Identifies strategies and instructional aides to meet the needs of English Language Learners

### Portfolio Artifacts:

1. Evidence of strategies used in instruction  
For Example:
  - *Active participation strategies*
  - *Cooperative learning strategies*
2. Evidence of student learning  
For Example:
  - *Student work*
  - *Photographs*
  - *Video*
3. Reflective Comments relating to instructional practices
4. Evidence of adjusting instruction to meet needs of diverse students.

### Creates and Maintains a Positive Learning Climate InTASC 1,3

- Communicates expectations of appropriate behavior
- Maintains positive classroom environment
- Deals effectively with disruptive behavior
- Provides feedback to students about behavior

### Portfolio Artifacts:

1. Evidence of management plan which includes:
  - Procedures and routines
  - Communication
  - Positive classroom environment which addresses standards of behavior
2. Evidence of a model that promotes standards of mutual respect, student self-discipline, and responsibility.

### Professionalism InTASC 2,9,10

- Dresses appropriately and demonstrates positive personal hygiene
- Exhibits enthusiasm for teaching and learning
- Demonstrates a caring, positive attitude
- Is flexible, open to new ideas, and demonstrates ability to modify beliefs and practices
- Displays initiative
- Understands and demonstrates respect for students and parents of diverse linguistic, cultural, and social backgrounds and cultures
- Is dependable and reliable
- Maintains professional ethics
- Collaborates with colleagues
- Participates in opportunities for professional growth

### Portfolio Artifacts:

1. Evidence of collaboration with colleagues
2. Evidence of professional growth  
For Example:
  - *Attendance at professional meetings*
  - *Conferences*
3. Resume
4. Letters of Reference

