Student Teacher Guidebook

Student Teachers
Cooperating/Mentor Teachers
University Supervisors

Fall 2012
Spring 2013
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. The University of Arizona, College of Education has many different models of Student Teaching. The Student Teacher Guidebook 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.

Shirley J. Fisher  
Director of Field Experiences

Phone: (520) 621-5905      FAX: (520) 626-7303  
Email: sjfisher@u.arizona.edu
# Table of Contents

I. **InTASC Teacher Preparation Professional Standards and NETS*T Technology Standards**
   - InTASC Professional Teacher Standards 1-2
   - NETS*T National Educational Technology Standards 3

II. **University of Arizona Teacher Preparation Programs Professional Standards**
    University of Arizona Teacher Preparation Professional Program Standards 4-7

III. **Student Teacher Information**
    Application Process and Eligibility for Student Teaching 8-9
    - Eligibility Requirements
    - Policy Regarding Placements
    - Disability Accommodations
    - Nondiscrimination and Anti-Harassment Policy
    Placement Guidelines for Student Teachers 10
    Student Teaching Agreement Form 11
    Calendar Information 12
    - Student Teacher Semester Requirements
    - Substitute Teaching
    - Semester Calendar Guidelines
    Required Daily Hours 13
    - Required Daily Hours
    - Absences

IV. **Student Teacher Responsibility Schedule**
    Responsibility Schedule Information 14-20
    - Orientation
    - Assuming Partial Responsibility
    - Full Responsibility
    - Transfer of Responsibility
    - Responsibility Schedule
    - Student Teacher Requirements

V. **Cooperating Teacher Information**
    Cooperating/Mentor Teacher Information 21
• Selection Process
• Qualifications

Cooperating/Mentor Teacher Roles and Responsibilities

Cooperating/Mentor Teacher Feedback
  • Evaluation as a Continuous Process
  • Daily Conferences
  • Weekly Conferences
  • Video Taping
  • E-mail
  • Conferences with the University Supervisor

Compensation for Cooperating/Mentor Teachers
  • Student Teaching Mentor Teacher Compensation Record

VI. University Supervisor Information

University Supervisors
  • Qualifications
  • Overview of Requirements

Student Teacher Professional Development and Orientation Meeting
  • Initial Visit To The Classroom
  • Classroom Observations
  • Scheduling
  • Amount of Time
  • Weekly Contacts with Student Teachers
  • Seminars

Policy for Student Teacher Dismissal/Reassignment

VII. Assessment of Student Teacher Performance

Assessment of Student Teacher Performance
  • Grading
  • Required Assessments

Midterm and Final Conference Guidelines
  • Scheduling
  • Midterm and Final Assessment Form
  • Procedures for Completing University of Arizona Assessment Forms

Student Teaching Time Record

Student Teacher Assessment

Student Teacher Portfolio Criteria
THE LEARNER AND LEARNING

InTASC 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.

InTASC 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.

InTASC 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

InTASC 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.

InTASC 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

InTASC 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.

InTASC 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.

InTASC 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

InTASC 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.

InTASC 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 grown and to advance the profession.
NETS*T National Educational Technology Standards

NETS*T Standard 1: Facilitate and Inspire Student Learning. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

NETS*T Standard 2: Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills and attitudes identified in the NETS*S.

NETS*T Standard 3: Model Digital Age Work and Learning. Teachers exhibit knowledge, skills and work processes representative of an innovative professional in a global and digital society.

NETS*T Standard 4: Promote and Model Digital Citizenship and Responsibility. Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

NETS*T Standard 5: Engage in Professional Growth and Leadership. Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.
University of Arizona
Teacher Preparation Programs
Professional Standards

College of Education
Office of Field Experiences
The University of Arizona
Teacher Preparation Programs
Professional Standards

Overview

The University of Arizona has a responsibility to the educational community to ensure that individuals, who are recommended to the State of Arizona for teaching certification, are worthy to join the teaching profession. In order to communicate the expectations for students, the faculty has adopted the InTASC Standards, which the Arizona Department of Education (ADE) will be using as professional teaching standards. “The Interstate Teacher Assessment and Support Consortium (InTASC) is a consortium of state education agencies and national educational organizations dedicated to the reform of the preparation, licensing, and on-going professional development of teachers. Its work is guided by one basic premise: An effective teacher must be able to integrate content knowledge with the specific strengths and needs of students to assure that all students learn and perform at high levels.” For more information about the standards, see: http://www.ccsso.org/Documents/2011/InTASC_Model_Core_Teaching_Standards_2011.pdf.

In addition, the University of Arizona Teacher Preparation Program Professional Standards include the National Educational Technology Standards created by the International Society for Technology in Education (ISTE NETS http://www.iste.org/Libraries/PDFs/NETS-T_Standards.sflb.ashx).

Upon admission to a Teacher Preparation Program (TPP), students receive a copy of the TPP Professional Standards and the related referral forms. The TPP Professional Standards are the expectations for University of Arizona students who plan to become teachers.

All students in any TPP at The University of Arizona are expected to demonstrate that they are prepared to teach children and youth. This preparation results from the combination of successful completion of coursework and display of important human characteristics which teachers should possess. Because the TPP Professional Standards are used throughout the certification programs from admission to graduation, some criteria will be more relevant when students are in fieldwork and some when students are completing coursework. The areas that the TPP Professional Standards address are (I) Learner and Learning, (II) Content Knowledge, (III) Instructional Practice, (IV) Professional Responsibility, and (V) additional academic and professional standards specific to the University of Arizona.

UA students, faculty, staff, and supervisors, as well as cooperating teachers involved with teacher preparation programs are provided copies of the TPP Professional Standards. As needed or required by each TPP, both UA and field-based professional educators may initiate the form for “Identification of Students Exhibiting Outstanding Performance” and the form for “Identification of Students with Performance Concerns.” These Referral forms allow the programs to identify students who display outstanding knowledge, skills, and dispositions that deserve recognition. The procedure is also used to identify students whose performance is raising concerns about their ability to successfully complete the program. Students with performance concerns may be placed on a Professional Growth Plan, with completion of the program dependent on successful adherence to the plan. Student appeals of this process must follow university policy.
VI. University of Arizona Standards for Teacher Candidates

In addition to the InTASC and ISTE NETS*T Standards, teacher candidates at the University of Arizona demonstrate a commitment to their academic program and to education by:

- attending, being on time, and being prepared for scheduled classes and field experiences;
- having a professional appearance;
- communicating professionally and respectfully orally and in writing with peers, colleagues, instructors, K-12 students, teachers, administrators, families, and community members;
- looking beyond self and respecting differences of race, ethnicity, language, social class, national allegiance, cultural heritage, disability or perceived disability, gender, and sexual orientation;
- accepting and acting upon reasonable criticism;
- understanding and respecting others’ perspectives; questioning and testing their assumptions about teaching and learning;
- separating personal and professional issues;
- exhibiting their knowledge through inquiry, critical analysis, and synthesis of the subject;
- maintaining or exceeding the minimum grade point average in their respective programs:
  - CoE – Elementary Education Teacher Preparation Program
    - 2.5 G.P.A. teaching major, 2.5 G.P.A. in general coursework
  - CoE – Early Childhood Education Teacher Preparation Program
    - 2.5 G.P.A. teaching major, 2.5 G.P.A. in general coursework

Persons with disabilities, who, with or without reasonable accommodations, are able to complete the essential requirements of the program, will not be discriminated against on account of their disabilities. Information concerning the accommodation policy can be obtained in the University of Arizona Disability Resources Center.
UA Teacher Preparation Programs

PROFESSIONAL GROWTH PLAN

Student Name _________________________________ Date ____________________________

_____ College of Education

_____ College of Agriculture & Life Science

_____ College of Science

_____ UA South College of Education

_____ College of Fine Arts

Professional Growth Team Members: (Insert names of Program Director, Instructors, Cooperating Teacher(s), University Supervisor(s), Site Coordinators, and/or Advisor as appropriate)

STRENGTHS

CONCERNS AND EXPECTATIONS
(Summarize any events that may have necessitated the creation of this growth plan)

In order for ______________________________________(insert student name) to successfully complete ________________ (insert course/field experience/internship/student teaching), she/he must meet all of the following expectations by ______________ (insert date/year).

The following expectations will be implemented immediately, beginning on the date of this conference between the Professional Growth Team and the student.

<table>
<thead>
<tr>
<th>Standards of Concern</th>
<th>Changes &amp; Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>(within the appropriate box below, insert references to specific standards that are not being met)</td>
<td>(within the appropriate box below, specifically state what needs to occur for the standards to be met)</td>
</tr>
</tbody>
</table>

- Content Knowledge
- Learner & Learning
- Instructional Practice
- Positive Learning Environment
- Families and Communities
- Professionalism
- University of Arizona Standards for Teacher Candidates
Failure to implement any of the above expectations will lead to the student’s removal from her/his course, field experience, internship, or student teaching. As a result, the student may be unable to complete the program.

On ____________ (insert date/year) a meeting will be scheduled with the student and Professional Growth Team Members. The progress with regard to the expectations listed in this document will be discussed and a decision will be made about whether the student will continue in the program.

At any time prior to or after the second scheduled meeting, if any of the members of the Professional Growth Team feel that the student is not fulfilling all of her/his responsibilities, or s/he is unable to meet the expectations required by this document, a meeting will be called to inform the student that she/he will not be able to continue in the program.

If the student is unable to complete the course, field experience, internship, or student teaching the changes and expectations, the student must meet with the Program Director and schedule an advising appointment to discuss options for the future. The options may include but are not limited to (choose the appropriate options for your program and remove any that don’t apply):

- Petitioning to withdraw from current courses and re-taking courses the following semester, if available;
- Petitioning to withdraw from courses and petitioning for re-admittance to the program after documentation those areas of concern have been addressed;
- Petitioning to withdraw from course/program and applying to an alternate program;
- Other

If a petition is not submitted or is denied, the student will not pass the current course(s), will not continue in the program, may not be allowed to petition for re-admittance to the program, and as a result will not be recommended for certification.

SIGNATURES

____________________________________  ____________________________________
Professional growth team member name & role  Professional growth team member name & role

____________________________________  ____________________________________
Professional growth team member name & role  Professional growth team member name & role

____________________________________  ____________________________________
Professional growth team member name & role  Professional growth team member name & role

I have read and been given a copy of this document. Any comments I have are attached.

____________________________________  ________________________________
Student  Date

As of ________________________ (Insert date/year), the student has successfully met the expectations delineated in this Professional Growth Plan.

SIGNATURES

____________________________________
Program Director
Application Process and Eligibility for Student Teaching

The application process for student teaching begins the semester before student teaching. Students are informed by LISTSERV, 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. Once the online application has been submitted to the Office of Field Experiences, the student meets with the Director of Field Experiences, brings proof of completing the online application, and a resume. Eligibility forms are obtained by academic advisors.

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 confirmation of a 2.5 GPA with a signature from an advisor will be required before student teaching begins.
Eligibility Requirements

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

Elementary and Cross Categorical 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. Student Teachers may not be placed where they have been employed. Individual student requests will be considered.

The Director of Field Experiences will work with the school district administrators to place student teachers with Cooperating 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 Teacher
      2. Grade Level/Major or preschool classroom
      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 administrators, principals, or preschool directors approve potential cooperating teachers.

3. Once the student teacher, cooperating teacher, and site coordinator agree to the placement the principal or director must also agree.

4. The “Student Teaching Agreement” form is signed by the Cooperating Teacher, Principal or Director, and Student Teacher. Signed agreement forms must be returned to the Director of Field Experiences.

5. **Student teachers are responsible for returning agreement forms.**

6. **Student teaching placements are not confirmed until signed agreement forms are returned to the Director of Field Experiences.**

Shirley Fisher
sjfisher@u.arizona.edu
621-5905

Anne Marie Summons
amsummons@email.arizona.edu
621-5906

Fax: 626-7303
Office of Field Experiences
Student Teaching Agreement Form
Contingent on fingerprint clearance and eligibility

Completed by **STUDENT TEACHER**:  
Name: ____________________________________________  
**Due Date:** Friday, November 16, 2012

**ELEMENTARY and CROSS-CAT STUDENT TEACHERS**
Methods Site: ____________________________________________

School Name: ____________________________________________  
Student Teaching Grade Level: __________  
School District: ____________________________________________

*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 UA email below:

UA Email Address: ____________________________________________@email.arizona.edu

Completed by **COOPERATING TEACHER**:  
Name: ____________________________________________  
Home Phone #: ____________________________________________  
Work Phone#: ____________________________________________

Permanent Address: ____________________________________________  
City: ____________________________________________  
State: ____________________________________________  
Zip: ____________________________________________  
Work Email (MANDATORY): ____________________________________________
Alternate Email: ____________________________________________

By signing below, I acknowledge the following:

I accept responsibility for all information/procedures as listed in the 2012-2013 Student Teacher Guidebook.

I understand attendance for Student Teacher Professional Development Conference is MANDATORY 8:30 – 5:30, Thursday, January 3, 2013

Completed form must be on file with the Office of Field Experiences **on or before** Friday, November 16, 2012.
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.

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

The Responsibility Schedule is a suggested four part sequence for the student teacher and cooperating/mentor teacher. It is a norm from which the cooperating/mentor teacher, student teacher and university supervisor will work when structuring the student teacher’s semester. In instances where the student teacher has had previous field experiences in the cooperating teacher’s classroom, 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 cooperating teacher remain actively involved in the instructional program, monitoring the student teacher’s progress closely. The university supervisor will collaborate 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. It is important to remember that student teacher calendars will need to be revised and adjusted throughout the student teaching experience.

All student teachers are required to fill out a Responsibility Schedule and get it approved by the university supervisor. This schedule will be on file in the Office of Field Experiences.

RESPONSIBILITY SEQUENCE
1. Orientation
2. Assuming Partial Responsibility
3. Full Responsibility
4. Transfer of Responsibility
# RESPONSIBILITY SEQUENCE

## 1. ORIENTATION  
1 week

### STUDENT TEACHER (Minimum Responsibilities)

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Becomes familiar with all procedures and classroom management plan</td>
<td>Instructs in a limited sense, administers tests, tutors, and conducts short informal segments of the lesson working in small groups</td>
</tr>
<tr>
<td>Works with students to help them follow the procedures and classroom management plan</td>
<td></td>
</tr>
<tr>
<td>Becomes familiar with classroom environment and the school</td>
<td>Attends faculty meetings and school events</td>
</tr>
<tr>
<td>Learns names of pupils; becomes aware of friendships and sub-groups; becomes acquainted with unique needs of individual students</td>
<td>Works with small groups and individual students as assigned</td>
</tr>
<tr>
<td>Observes instruction following lesson plan prepared by cooperating teacher</td>
<td>Helps cooperating teacher develop instructional materials to make the classroom a motivating and attractive learning environment</td>
</tr>
<tr>
<td>Participates in classroom routines (opening activities, attendance, recording grades, handing out/collection material, supervision outside classroom) and learns daily schedule</td>
<td>Understands University supervisor requirements and schedule Provides supervisor with a copy of the class schedule, school calendar and district calendar</td>
</tr>
</tbody>
</table>

### COOPERATING TEACHER (Minimum Responsibilities)

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responsible for planning and teaching but involves student teacher in instructional planning and shares long range plans for the semester</td>
<td>Schedules a time with student teacher to allow for reflection and a time to answer questions</td>
</tr>
<tr>
<td>Involves the student teacher in observation, classroom routines and procedures, preparation of instructional materials and student activities</td>
<td>Collaborates with student teacher and university supervisor regarding lesson plans</td>
</tr>
</tbody>
</table>
## RESPONSIBILITY SEQUENCE

### 2. ASSUMING PARTIAL RESPONSIBILITY  2 – 6 weeks

### STUDENT TEACHER (Minimum Responsibilities)

<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifies students individual instructional needs and is able to help provide appropriate instructional materials</td>
<td>Teaches several content areas and follows the cooperating teacher and university supervisor’s expectations for lesson plans</td>
</tr>
<tr>
<td>Instructs whole group, small group and individual students</td>
<td>Assumes a greater responsibility for instruction and accumulates content areas and specific time periods as instructional proficiencies increase</td>
</tr>
<tr>
<td>Becomes familiar with the families and school community</td>
<td></td>
</tr>
</tbody>
</table>

### COOPERATING TEACHER (Minimum Responsibilities)

<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plans cooperatively with student teacher</td>
<td>Models a variety of instructional strategies to help student teacher develop a comfort level for a broad spectrum of teaching activities</td>
</tr>
<tr>
<td>Continuously assesses and provides feedback to the student teacher regarding instruction and classroom management</td>
<td>Helps student teacher understand the importance of working with families and the school community</td>
</tr>
</tbody>
</table>
RESPONSIBILITY SEQUENCE

3. FULL RESPONSIBILITY  Minimum 20 days

**STUDENT TEACHER (Minimum Responsibilities)**

<table>
<thead>
<tr>
<th>Task</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assumes primary responsibility for planning, preparing instructional materials and instruction</td>
<td>Works with cooperating teacher regarding criteria for grading</td>
</tr>
<tr>
<td>Implements classroom management plan</td>
<td>Refines instructions strategies as needed</td>
</tr>
<tr>
<td>Assumes primary responsibility for developing assessment instruments</td>
<td>Demonstrates the ability to meet individual students instructional needs</td>
</tr>
<tr>
<td>Uses co-teaching strategies with the cooperating teacher when appropriate</td>
<td>Demonstrates the ability to motivate students to learn and participate in classroom activities</td>
</tr>
</tbody>
</table>

**COOPERATING TEACHER (Major Responsibilities)**

<table>
<thead>
<tr>
<th>Task</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examines student teacher lesson plans and provides feedback</td>
<td>Observes student teacher and provides appropriate oral and written feedback</td>
</tr>
<tr>
<td>Continues to assume primary responsibility for the assignment of any final grades for students</td>
<td>Supports student teacher and uses co-teaching strategies when appropriate</td>
</tr>
</tbody>
</table>
RESPONSIBILITY SEQUENCE

4. TRANSFER OF RESPONSIBILITY  1 – 2 weeks

**STUDENT TEACHER (Minimum Responsibilities)**

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continues to teach and plan but works with cooperating teacher to gradually</td>
<td>If the University supervisor feels it would be beneficial for the student teacher, visits to other classrooms may be arranged</td>
</tr>
<tr>
<td>not be responsible for all content areas</td>
<td></td>
</tr>
<tr>
<td>Completes record keeping for student’s assessments</td>
<td>Collects ideas that will be helpful when student teacher has their own classroom</td>
</tr>
<tr>
<td>Continues to collaborate with cooperating teacher regarding end of the</td>
<td></td>
</tr>
<tr>
<td>semester expectations</td>
<td></td>
</tr>
</tbody>
</table>

**COOPERATING TEACHER (Minimum Responsibilities)**

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assumes major responsibility for the classroom</td>
<td>Shares files and teaching ideas for curriculum not taught during the semester</td>
</tr>
<tr>
<td>Models instructional strategies that student teacher may not have seen</td>
<td>Discusses with student teacher the transition from student teaching to entering the teaching profession</td>
</tr>
<tr>
<td>previously</td>
<td></td>
</tr>
</tbody>
</table>
University of Arizona
RESPONSIBILITY SCHEDULE

STUDENT WILL FILL OUT A RESPONSIBILITY SCHEDULE FOR EACH PLACEMENT

- This form must be completed by the cooperating teacher and student teacher
- Dates and responsibilities may change during the semester
- Schedule must be approved by university supervisor

Name____________________________________________________ Semester __________ Year ________
School____________________________________________________ Grade/Content ______________________

Please fill out the tentative schedule after reading your guidebook. You will become familiar with all aspects of the classroom and school environment. List the projected responsibilities you will assume each week. It is recommended the responsibilities be accumulative, leading up to the gradual responsibility for the entire day. You will have the co-responsibility for planning, classroom management and the instructional program.

<table>
<thead>
<tr>
<th>Week of</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>7/30-8/03</td>
<td></td>
</tr>
<tr>
<td>8/06-8/10</td>
<td></td>
</tr>
<tr>
<td>8/13-8/17</td>
<td></td>
</tr>
<tr>
<td>8/20-8/24</td>
<td></td>
</tr>
<tr>
<td>8/27-8/31</td>
<td></td>
</tr>
<tr>
<td>9/3-9/7</td>
<td></td>
</tr>
<tr>
<td>9/10-9/14</td>
<td></td>
</tr>
<tr>
<td>9/17-9/21</td>
<td></td>
</tr>
<tr>
<td>9/24-9/28</td>
<td></td>
</tr>
<tr>
<td>10/1-10/5</td>
<td></td>
</tr>
<tr>
<td>10/8-10/12</td>
<td></td>
</tr>
<tr>
<td>10/15-10/19</td>
<td></td>
</tr>
<tr>
<td>10/22-10/26</td>
<td></td>
</tr>
<tr>
<td>10/29-11/2</td>
<td></td>
</tr>
<tr>
<td>11/5-11/9</td>
<td></td>
</tr>
<tr>
<td>11/12-11/16</td>
<td></td>
</tr>
<tr>
<td>11/19-11/23</td>
<td></td>
</tr>
<tr>
<td>11/26-11/30</td>
<td></td>
</tr>
<tr>
<td>12/3-12/7</td>
<td></td>
</tr>
<tr>
<td>12/10-12/14</td>
<td></td>
</tr>
</tbody>
</table>

Student Teacher ___________________________________________ Date ______________
Cooperating Teacher_________________________________________ Date ______________
University Supervisor _________________________________________ Date ______________

Supervisors must submit copy to the Office of Field Experiences.
Student Teaching Requirements

1. Attend Student Teacher/Cooperating Teacher Orientation Meeting, which is scheduled at the beginning of the student teaching semester and the CREATE Professional Development Meetings scheduled throughout the semester.

2. Follow all guidelines listed on the Responsibility Schedule.

3. Complete a portfolio which includes all required artifacts. Refer to the “Portfolio Assessment”.

4. Complete all required supervisor assignments.

5. Follow all requirements listed on the “Midterm” and “Final” assessment.

6. 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

7. 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 Teacher each day and the University Supervisor will initial the timecard during each visit. Maintain communication with University Supervisor, Cooperating Teacher, Site Coordinator, Director of Field Experiences and faculty.
Cooperating Teacher
Information

The University of Arizona
College of Education

Office of Field Experiences
Cooperating/Mentor Teacher Information

Selection Process

The selection process for cooperating/mentor teachers is an outstanding collaboration between the office of field experiences, principals and school district administrators. Lists of approved, qualified and available cooperating/mentor teachers are received by the Office of Field Experiences from the many school districts, and are updated throughout the school term to ensure the grade level, content and availability of the cooperating/mentor teachers have not changed. While the list of available cooperating/mentor teachers is vast, the actual number of student teachers each term determines how many cooperating/mentor teachers are assigned a student teacher and not all teachers will have a student teacher. Certain school districts or schools have specific procedures in place with regards to hosting a student teacher. Several new models involve student teachers working with mentor teachers during the previous semester and they continue to work together during the student teaching semester.

Qualifications

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

While many of the student teachers have been working with their cooperating teachers prior to student teaching, it is important that all cooperating teachers:

- Acquaint the student teacher with the school, staff, teachers, children, families and community
- Review all school and classroom policies, regulations, and practices, for example emergency procedures and process for signing children in and out of the school
- Review all documents that teachers use, such as school faculty handbooks, student handbooks, and parent-family handbooks
- Create an inclusive environment for the student teacher with teachers, staff, families, community, and children
- Include student teacher in school and community events that will support the student teacher’s sense of belonging and will build their knowledge of the children’s lives
- Provide a space for the student teacher to place belongings, resources, and instructional materials
- Inform the student teacher of all state, district and school standards and policies that impact planning
- Provide the student teacher with the goals and objectives for the classroom for the year as well as for the time the student teacher is present
- Guide unit and lesson planning
- Models and includes as appropriate the student teacher in assessing student performance using the school’s assessment and reporting tools
- Affords opportunities for the student teacher to visit and work with other groups of children or classrooms to expand the student teachers’ understanding of the ways children’s development influences planning
- Promotes the student teacher’s professional and personal growth by modeling appropriate behavior and discussing ways in which the student teacher can grow professionally
- Attend the university Student Teacher Professional Development Conference-Orientation Meeting
Cooperating/Mentor Teacher Feedback

Evaluation as a Continuous Process

Feedback 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. Student teachers will work with their cooperating teacher to follow the school district guidelines.

E-Mail

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

Conferences with the University Supervisor

- The initial on-site visit
- Observations usually begin the second week of student teaching and continue every two weeks throughout the semester.
- 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.
- The final conference brings closure to the student teaching experience.
Compensation for Cooperating Teachers

The stipend for hosting a University of Arizona student teacher is five hundred dollars ($500.00) each semester. All cooperating teachers are required to fill out a compensation card at the beginning of each semester. If two cooperating teachers share responsibility for a student teacher, the compensation will be divided equally and each cooperating teacher is required to complete a compensation card. Incomplete cards will delay the payment process.

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.

Important information regarding compensation:

- Cooperating 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.
- 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.
- Cash stipends are taxable income and reported to the Internal Revenue Service.
Cooperating Teacher Compensation

Cash Stipend Policy and Procedure

1. 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.

2. Cash stipend payment process for UA part-time employees: Cash stipend payment requests are processed as supplemental compensation for Cooperating 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 the card.

7/12/12
University Supervisors

Qualifications

Supervisors 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 level and expertise in specific program 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 Orientation Meeting

Student 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 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.
      A. 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.
      B. All second placements are contingent on petition approval.
   C. If a second placement is approved, this placement will be considered a final placement, and will be approved for the next semester.
   D. 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 UNIVERSITY OF ARIZONA

College of Education

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” 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 –

*Final Conference –

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.
### Supervisor Classroom Observations

<table>
<thead>
<tr>
<th>Date</th>
<th>Supervisor Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Conferences

<table>
<thead>
<tr>
<th>Date</th>
<th>Supervisor Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial</td>
<td></td>
</tr>
<tr>
<td>Midterm</td>
<td></td>
</tr>
<tr>
<td>Final</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Supervisor Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Supervisor Seminars

<table>
<thead>
<tr>
<th>Date</th>
<th>Supervisor Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Student Teaching Dates

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning</td>
<td></td>
</tr>
<tr>
<td>Ending</td>
<td></td>
</tr>
</tbody>
</table>

### Required for All Student Teachers

<table>
<thead>
<tr>
<th>Date/Time</th>
<th>Supervisor Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student Teacher</td>
</tr>
<tr>
<td></td>
<td>Professional Development Conference 06/23/2013 8:30-5:30</td>
</tr>
<tr>
<td></td>
<td>Education Career Fair TBD</td>
</tr>
</tbody>
</table>

### Student Teaching FINAL GRADE

<table>
<thead>
<tr>
<th>Grade</th>
<th>PASS</th>
<th>FAIL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Portfolio Grade

<table>
<thead>
<tr>
<th>Grade</th>
<th>PASS</th>
<th>FAIL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Student Teacher</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cooperating Teacher</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>University Supervisor</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**This Card must be completed and signed before your grade will be posted.**
## Learner Development (InTASC 1)

The teacher understands how learners grow and develop, recognizing that 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. (CBC 2)

1. Assesses individual and group performance to design and modify instructional strategies to meet learners’ developmental needs. (1a)
2. Creates developmentally appropriate instruction that enables learners to advance and accelerate their learning. (1b)
3. Collaborates with families, communities, colleagues, and other professionals to promote learner growth and development. (1c)

### Composite Rating: Learner Development (InTASC 1)

<table>
<thead>
<tr>
<th></th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Comments:

(Additional comments may be attached)

## Learning Differences (InTASC 2)

The teacher uses understanding of individual differences, diverse cultures, and communities to provide learning environments that enable each learner to meet high standards. (CBC 3, 6, 7)

1. Designs, adapts, and delivers instruction to address each student’s particular learning strengths and needs, creating opportunities for students to demonstrate their learning in different ways. (2a, 2b)
2. Writes appropriate Individual Education Plans and/or makes appropriate accommodations or modifications to learning goals or lesson plans based on student’s assessment data and identified special educational needs. (2c)
3. Demonstrates knowledge of and follows all legal processes required by the Individuals with Disabilities Education (Improvement) Act and other applicable laws, regulations, statutes, and rules that apply to students with special needs. (2d)
4. Designs instruction to build on learners’ prior knowledge and experiences. (2e, 10)
5. Incorporates theories and tools of second language development and acquisition into planning and instruction, including strategies for making content accessible to English language learners to evaluate and support their development of English proficiency. (2e)
6. Demonstrates knowledge of all legal processes, applicable laws, regulations, statutes, and rules regarding identification, placement, and instruction of English language learners. (2e)
7. Accesses resources and special services to meet learning differences or needs. (2f)

### Composite Rating: Learning Differences (InTASC 2)

<table>
<thead>
<tr>
<th></th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Comments:

(Additional comments may be attached)
<table>
<thead>
<tr>
<th>Learning Environments (InTASC 3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher works with others to create environments that support individual and collaborative learning, encourage positive social interaction, active engagement in learning, and self-motivation. (CEC 5)</td>
</tr>
<tr>
<td>1. Collaborates with learners, families, and colleagues to promote a safe, positive, and respectful learning climate. (3a, 3e)</td>
</tr>
<tr>
<td>2. Promotes collaboration and self-direction, development of shared values and respectful interactions, rigorous academic discussions, and responsibility for quality work. (3b, 3c)</td>
</tr>
<tr>
<td>3. Manages the learning environment by organizing, allocating, and coordinating resources, time, and space. (3c)</td>
</tr>
<tr>
<td>4. Collaborates with learners to evaluate and adjust the learning environment. (3e)</td>
</tr>
<tr>
<td>5. Demonstrates respect for the cultural backgrounds and perspectives of learners. (3f)</td>
</tr>
<tr>
<td>6. Applies effective interpersonal communication skills to build learners' capacity to collaborate. (3h)</td>
</tr>
<tr>
<td>Composite Rating: Learning Environments (InTASC 3)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Content Knowledge (InTASC 4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 accessible and meaningful to learners to ensure content mastery. (CEC 7)</td>
</tr>
<tr>
<td>1. Uses multiple representations and explanations of content.</td>
</tr>
<tr>
<td>2. Encourages learners to understand, question, and analyze ideas from multiple perspectives. (4b)</td>
</tr>
<tr>
<td>3. Guides learners to apply methods of inquiry, standards of evidence, and academic language unique to each content area. (4c, 4b)</td>
</tr>
<tr>
<td>4. Stimulates learner reflection on prior content knowledge, links new content to familiar concepts, and makes connections to learners' experiences. (4d)</td>
</tr>
<tr>
<td>5. Recognizes and corrects learner misconceptions in a discipline. (4f)</td>
</tr>
<tr>
<td>6. Evaluates and modifies instructional resources and curricular materials for accessibility, accuracy, and appropriateness. (4f)</td>
</tr>
<tr>
<td>7. Uses supplemental resources and technology to ensure content accessibility, accessibility, and relevance to learners. (4g)</td>
</tr>
<tr>
<td>Composite Rating: Content Knowledge (InTASC 4)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Content Application (InTASC 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher understands how to connect concepts and use different perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. (CEC 4, 5)</td>
</tr>
<tr>
<td>1. Applies content knowledge to real world problems through interdisciplinary projects. (3a, 3b)</td>
</tr>
<tr>
<td>2. Facilitates learners' use of current tools and resources. (5c)</td>
</tr>
<tr>
<td>3. Engages learners in questioning and challenging assumptions to foster learner innovation, problem solving, and evaluation of ideas, and development of original work. (5b, 5f)</td>
</tr>
<tr>
<td>4. Develops learners' communication skills for varied audiences and purposes. (5e)</td>
</tr>
<tr>
<td>5. Supports development of diverse social and cultural perspectives. (5e)</td>
</tr>
<tr>
<td>6. Develops and supports learner literacy across content areas. (5b)</td>
</tr>
<tr>
<td>Composite Rating: Content Application (InTASC 5)</td>
</tr>
</tbody>
</table>
### Assessment (InTASC 6)

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. (CBC 8)

1. Designs valid formative and summative assessments that match learning objectives. (6a, 6b)
2. Uses multiple types of assessment data to document learning and develop instructional activities. (6c, 6e, 6g)
3. Provides effective feedback to guide learner progress. (6d)
4. Guides learners to assess their own thinking and learning, as well as the performance of others. (6f)
5. Prepares all learners for multiple assessment formats and makes appropriate accommodations for learners with disabilities or language learning needs. (6h)
6. Uses technology to support assessment. (6i) (ISTE 3c)

**Composite Rating: Assessment (InTASC 6)**

<table>
<thead>
<tr>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>NA</th>
<th>COMMENTS:</th>
</tr>
</thead>
</table>

### Planning for Instruction (InTASC 7)

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. (CBC 7)

1. Creates relevant learning experiences aligned with curriculum goals, content standards, and benchmarks. (7a)
2. Incorporates differentiated strategies, resources, and accommodations for individuals and groups of learners to meet learning goals. (7b)
3. Sequences learning experiences effectively. (7c)
4. Plans multiple ways for learners to demonstrate knowledge and skills. (7d)
5. Uses formative and summative assessment data, prior learner knowledge, and learner interest to plan instruction. (7d)
6. Collaborates with professionals (special educators, language learning specialists, librarians, etc.) to design and deliver learning experiences to meet unique learning needs. (7e)
7. Evaluates and adjusts plans to meet short and long range goals. (7f)

**Composite Rating: Planning for Instruction (InTASC 7)**

<table>
<thead>
<tr>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>NA</th>
<th>COMMENTS:</th>
</tr>
</thead>
</table>

### Instructional Strategies (InTASC 8)

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. (CBC 4)

1. Monitors student learning and uses appropriate strategies and resources to adapt instruction for individuals and groups. (8a, 8b)
2. Collaborates with learners to design and implement relevant learning experiences, identify strengths, and access resources to develop their areas of interest. (8c)
3. Varies the teacher role in the instructional process (instructor, facilitator, coach, audience) to address content, teaching goals, or needs of learners. (8d)
4. Provides multiple models and representations of concepts and skills to implement lesson plans effectively. (8e)
5. Engages all learners in developing higher order questioning skills and metacognitive processes. (8f)
6. Provides opportunities for learners to access, interpret, evaluate, and apply information. (8g)
7. Uses multiple strategies to expand learner communication through speaking, listening, reading, and writing. (8h)
8. Asks questions to stimulate discussion for different purposes such as probing for understanding, articulation of ideas and thinking processes, simulation of curiosity, and helping learners to question. (8i)
9. Provides clear directions and explanations.

**Composite Rating: Instructional Strategies (InTASC 8)**

<table>
<thead>
<tr>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>NA</th>
<th>COMMENTS:</th>
</tr>
</thead>
</table>
### Professional Learning and Ethical Practice (InTASC 9)

<table>
<thead>
<tr>
<th></th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>NA</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Participates in ongoing learning opportunities to develop knowledge and skills to provide all learners with engaging curriculum and learning experiences based on local and state standards. (9a)</td>
<td></td>
<td></td>
<td></td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Engages in professional development aligned with the needs of the teacher, learners, school, and system. (9b)</td>
<td></td>
<td></td>
<td></td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Uses data and resources to evaluate the outcomes of teaching and learning to improve planning and practice. (9c, 9d)</td>
<td></td>
<td></td>
<td></td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Reflects on personal biases and accesses resources to deepen understanding of cultural, linguistic, ethnic, gender, and learning variations. (9e)</td>
<td></td>
<td></td>
<td></td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Demonstrates integrity regarding professional ethics (judgment, confidence, and appropriate communication).</td>
<td></td>
<td></td>
<td></td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Maintains professional appearance.</td>
<td></td>
<td></td>
<td></td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Demonstrates professional demeanor (enthusiasm for teaching and learning, a sense of positive attitude, flexibility, initiative, reliability, and respect).</td>
<td></td>
<td></td>
<td></td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Responds to constructive criticism and modifies practices accordingly.</td>
<td></td>
<td></td>
<td></td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Uses professional, respectful, and grammatically correct language in oral and written communication.</td>
<td></td>
<td></td>
<td></td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Advocates, models, and teaches safe, legal, and ethical use of digital information and communications, including copyright and intellectual property, information privacy (privacy of student data), appropriate documentation of sources, and respect for others in the use of social media. (9f, ISTE 3c)</td>
<td></td>
<td></td>
<td></td>
<td>NA</td>
<td></td>
</tr>
</tbody>
</table>

**Composite Rating:** Professional Learning and Ethical Practice (InTASC 9)

### Leadership and Collaboration (InTASC 10)

<table>
<thead>
<tr>
<th></th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>NA</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Collaborates with colleagues to share responsibility for decision making and accountability for student learning.</td>
<td></td>
<td></td>
<td></td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Works with other school professionals to plan and facilitate learning on how to meet the diverse needs of learners. (9c)</td>
<td></td>
<td></td>
<td></td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Supports the mission and vision of the school.</td>
<td></td>
<td></td>
<td></td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Works collaboratively with learners and families to establish mutual expectations and ongoing communication to support learner development and achievement. (10c)</td>
<td></td>
<td></td>
<td></td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice. (10a, 10b)</td>
<td></td>
<td></td>
<td></td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues. (10c) (ISTE 3c)</td>
<td></td>
<td></td>
<td></td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Advocates for learners, the school, the community, and the profession. (10d, 10e)</td>
<td></td>
<td></td>
<td></td>
<td>NA</td>
<td></td>
</tr>
</tbody>
</table>

**Composite Rating:** Leadership and Collaboration (InTASC 10)

*Signature below indicates participation in the assessment process:*

**Student Teacher:**

**Cooperating Teacher:**

**Supervisor:**

Date __________________ Date __________________ Date ________________

7/18/2012 FINAL DRAFT
Student Teacher Portfolio Criteria
(Aligned with InTASC Standards)

The Portfolio requirements are currently being revised. University supervisors may add or modify the requirements listed to better demonstrate the student teacher’s abilities and preparation in the content area and/or to document the student teaching field experience.

**InTASC Standard 1: Learner Development:**

<table>
<thead>
<tr>
<th>Portfolio Artifacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Evidence of designing and modifying instruction and assessments to meet individual student’s needs</td>
</tr>
<tr>
<td>2. Evidence of instruction that advances and accelerates learning</td>
</tr>
<tr>
<td>3. Evidence of collaboration with colleagues and others to promote learner growth and development</td>
</tr>
</tbody>
</table>

**InTASC Standard 2: Learning Differences:**

<table>
<thead>
<tr>
<th>Portfolio Artifacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Philosophy of Education</td>
</tr>
<tr>
<td>2. Evidence of planning instruction to meet the needs of diverse students (language needs, 504 accommodations)</td>
</tr>
<tr>
<td>3. Reflections related to student learning and classroom experiences</td>
</tr>
<tr>
<td>4. Reflections related to IEP or SEI related meetings</td>
</tr>
</tbody>
</table>

**InTASC Standard 3: Learning Environments:**

<table>
<thead>
<tr>
<th>Portfolio Artifacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Classroom daily procedures and routines</td>
</tr>
<tr>
<td>2. Classroom Management Plan that addresses student behavior and positive participation in the classroom</td>
</tr>
<tr>
<td>3. Parent Communication (parent letter, email, phone log, monthly newsletter, web page)</td>
</tr>
<tr>
<td>4. Evidence of expectations for students (format for assignments, homework, attendance, make-up work, etc.)</td>
</tr>
<tr>
<td>5. Classroom procedures for fire drills, lock down, assemblies, etc.</td>
</tr>
</tbody>
</table>
InTASC Standard 4: Content Knowledge:  Portfolio Artifacts:
1. List of course work relevant to teaching (education and content related courses)
2. Reflections relating to strengths, weaknesses and application
3. Evidence of using supplemental resources and technology

InTASC Standard 5: Content Application:  Portfolio Artifacts:
1. Evidence of student learning: (student work, photographs of bulletin boards or students at work, video of students in the classroom)
2. Lesson plans in different content areas demonstrating opportunities for creativity, problem solving, diverse social and cultural perspectives, growth in communication skills, use of tools and resources

InTASC Standard 6: Assessment  Portfolio Artifacts:
1. Evidence of short-term and long-term assessment (quizzes, tests, oral/written reports, research projects, presentations)
2. Evidence of written feedback provided to students
3. Evidence of rubrics for evaluating student work
4. Evidence of grading system and procedures

InTASC Standard 7: Planning for Instruction:  Portfolio Artifacts:
1. Evidence of short and long term planning
2. Sample lesson plans with relevant state learning standards listed
3. Teacher-made assessments with rubrics
4. Samples of student work
5. Generic lesson plans for substitutes

InTASC Standard 8: Instructional Strategies  Portfolio Artifacts:
1. Evidence of variety of instructional strategies with reflective comments on use and merit:
   • Active participation strategies
   • Cooperative learning
   • Direct instruction, etc.
2. Summary of strategies used to adjust instruction to meet the needs of diverse students and comments on purpose/success
InTASC Standard 9: Professional Learning and Ethical Practice

1. Evidence of professional growth:
   - Participation in professional meetings
   - Professional memberships/awards
   - Participation in conferences/training

2. Resume

InTASC Standard 10: Leadership and Collaboration

1. Evidence of collaboration with colleagues:
   - Team teaching, lesson exchanges
   - Committee work
   - Participation in team/department/staff/IEP meetings

2. Participation in school and community events