



Great Stories Begin Here

**DEPARTMENT
OF
TEACHER EDUCATION
HANDBOOK**

**FOR
THE STUDENT TEACHER
AND
THE EDUCATIONAL
FIELD EXPERIENCE TEAM**

REVISED Summer 2004

Reformatted Spring 2008



TABLE OF CONTENTS

Item	Page(s)
Table of Contents	1 - 2
CDE Performance Based Standards for Colorado Teachers	3 - 7
Preparing Teachers to be Reflective Decision-Makers	8 - 9
The Team	10 - 19
Getting Ready	10
The Nature of the Student Teaching Experience	10 - 12
Roles and Responsibilities of the Student Teacher	12 - 13
Roles and Responsibilities of the Mentor Teacher	13 - 14
Roles and Responsibilities of the College Field-Supervisor and Content Field-Supervisor	14 - 15
Suggested Responsibilities of the Building Principal	15
Contacts by the College Field-Supervisor	15 - 16
Content Field-Supervisor Contact Checklist	16
Adams State College Teacher Education Department Requirements	17 - 18
Attendance Policies	18
Illegal, Inappropriate, and Unethical Student Teacher Behavior Practices	18 - 19
Evaluation Policy for Student Teaching	19
Retention/Exit Requirements	20

Student Teaching Task Timeline
Separate document

Appendices (Separate document)		Page(s)
A	School Schedule Report	1
B	Portfolio Evaluation Instructions, Checklist, and Rubric	2 - 4
C	Initial Report of Goals	5
D	School Policies Report	6
E	Student Teaching Weekly Planning & Reflection Report	7 - 8
F	Student Teaching Reflective Exercise	9 - 10
G	Colorado Content Standards Based Education Lesson Plan Format	11
H	Emergency Lesson Plan	12
I	Student Teacher Classroom Visitation Record	13
J	Mid-term & Final Student Teaching Rubric & Tracking Log	14 - 18
K	Student Teaching Final Reflection	19
L	Program Evaluation (Elementary)	20
M	Program Evaluation (Secondary)	21
N	Program Evaluation (K-12)	22
O	Student Teacher Faculty Field Supervisor Evaluation	23
P	Report on Observation of Student Teacher	24
Q	Professional & Ethical Behavior Checklist	25 - 26
R	Philosophy Statement and Rubric	27
S	Action Plan for Professional Growth	28
T	Supervisors Checklist	29 - 30
U	Self-Assessment for Teaching	31
V	Field Supervisor Final Report Checklist	32

Colorado Department of Education Performance-Based Standards for Colorado Teachers

http://www.cde.state.co.us/cdeprof/download/pdf/li_perfbasedstandards.pdf

The following shall serve as standards for the licensing of all teacher education programs in Colorado and reflect the knowledge and skills required of beginning teachers.

Standard One: Knowledge of Literacy. The Teacher shall be knowledgeable about student literacy development in reading, writing, speaking, viewing, and listening.

The teacher has demonstrated the ability to:

- 1.1 Plan and organize reading instruction based on ongoing assessment.
- 1.2 Develop phonological and linguistic skills related to reading including:
 - Phonemic awareness.
 - Concepts about print.
 - Systematic, explicit phonics.
 - Other word identification strategies.
 - Spelling instruction.
- 1.3 Develop reading comprehension and promotion of independent reading including:
 - Comprehension strategies for a variety of genre.
 - Literacy response and analysis.
 - Content area literacy.
 - Student independent reading.
- 1.4 Support reading through oral and written language development including:
 - Development of oral English proficiency in students.
 - Development of sound writing practices in students including language usage, punctuation, capitalization, sentence structure, and spelling.
 - The relationships among reading, writing, and oral language.
 - Vocabulary development.
 - The structure of standard English.
- 1.5 Utilize Colorado Model Content Standards in Reading and Writing for the improvement of instruction.

Standard Two: Knowledge of Mathematics: The teacher shall be knowledgeable about mathematics and mathematics instruction.

The teacher has demonstrated the ability to:

- 2.1 Develop in students an understanding and use of:

- Number systems and number sequences
- Geometry
- Measurement
- Statistics and probability
- Functions and use of variables

2.2 Utilize Colorado Model Content Standards in Mathematics for the improvement of instruction.

Standard Three: Knowledge of Standards and Assessment: The teacher shall be knowledgeable about strategies, planning practices, assessment techniques, and appropriate accommodations to ensure student learning in a standards-based curriculum.

The teacher has demonstrated the ability to:

- 3.1 Design short and long-range standards-based instructional plans.
- 3.2 Develop valid and reliable assessment tools for the classroom.
- 3.3 Develop and utilize a variety of informal and formal assessments, including rubrics.
- 3.4 Assess, compare and contrast the effects of various teaching strategies on individual student performance relative to content standards.
- 3.5 Use assessment data as a basis for standards-based instruction.
- 3.6 Provide effective verbal and written feedback that shape improvement in student performance on content standards.
- 3.7 Prepare students for the Colorado Student Assessment Program (CSAP), Third Grade Literacy Assessment, and other assessments of educational achievement.
- 3.8 Ensure the instruction is consistent with school district priorities and goals, the Colorado Model Content Standards, and the 1999 Colorado Accreditation Program.

Standard Four: Knowledge of Content: The elementary teacher is knowledgeable, in addition to literacy and mathematics in the following content areas: civics, economics, geography, history, science, music, visual arts, and physical education.

Middle school and secondary content teachers shall be knowledgeable in literacy, mathematics, and expert in their content endorsement area.

The teacher has demonstrated the ability to:

- 4.1 Utilize content knowledge to ensure student learning.
- 4.2 Enhance content instruction through a thorough understanding of all Colorado Model Content Standards.

- 4.3 Apply expert content knowledge to enrich and extend student learning.
- 4.4 Integrate literacy and mathematics into content area instruction.

Standard Five: Knowledge of Classroom and Instructional Management: The teacher is knowledgeable about classroom practice in order to successfully manage time, communications, and record keeping procedures that will support and enhance student learning.

The teacher has demonstrated the ability to:

- 5.1 Create a learning environment characterized by acceptable student behavior, efficient use of time, and disciplined acquisition of knowledge, skills, and understanding.
- 5.2 Apply sound disciplinary practices in the classroom.
- 5.3 Apply appropriate intervention strategies and practices to ensure a successful learning environment.
- 5.4 Raise the academic performance level of a group of students, over time, to a higher level.
- 5.5 Understand the cognitive processes associated with various kinds of learning (e.g. critical and creative thinking, problem structuring and problem solving, invention, memorization and recall) and ensure attention to these learning processes so that students can master content standards.
- 5.6 Work in cooperation with library media and other resource specialists in providing student instruction on how to access, retrieve, and analyze, synthesize and evaluate information, and integrate these information literacy skills into the curriculum to accomplish standards-based learning activities.
- 5.7 Accurately document and report ongoing student achievement.
- 5.8 Communicate with parents and guardians effectively in order to involve them as participants and partners in student learning.
- 5.9 Communicate a variety of assessment results, and their implications to students, parents, guardians, professionals, administrators, and the community.

Standard Six: Knowledge of Individualization of Instruction: The teacher is responsive to the needs and experiences children bring to the classroom, including those based on culture, community, ethnicity, economics, linguistics, and innate learning abilities. The teacher is knowledgeable about learning exceptionalities and conditions that affect the rate and extent of student learning, and is able to adapt instruction for all learners.

The teacher has demonstrated the ability to:

- 6.1 Employ a wide range of teaching techniques to match the intellectual, emotional, and social level of each student, and choose alternative teaching strategies and materials to achieve different curricular purposes.
- 6.2 Design and/or modify standards-based instruction in response to diagnosed student needs, including the needs of exceptional learners and English language learners.
- 6.3 Utilize his/her understanding of educational disabilities and giftedness and their effects on student learning in order to individualize instruction for these students.
- 6.4 Teach students within the scope of a teacher's legal responsibilities and students' educational rights, and follow procedures as specified in state, federal and local statutes.
- 6.5 Develop and apply individualized education plans.
- 6.6 Collect data on individual student achievement and be accountable for each child's learning.
- 6.7 Use specific knowledge of student medical conditions and medications and their possible effects on student learning and behavior.

Standard Seven: Knowledge of Technology: The teacher is skilled in technology and is knowledgeable about using technology to support instruction and enhance student learning.

The teacher has demonstrated the ability to:

- 7.1 Apply technology to the delivery of standards-based instruction.
- 7.2 Use technology to increase student achievement.
- 7.3 Utilize technology to manage and communicate information.
- 7.4 Apply technology to data-driven assessments of learning.
- 7.5 Instruct students in basic technology skills.

Standard Eight: Democracy, Educational Governance and Careers in Teaching: The teacher recognizes the school's role in teaching and perpetuating our democratic system. The teacher knows the relationships among the various governmental entities that create laws, rules, regulations, and policies that determine educational practices.

The teacher has demonstrated the ability to:

- 8.1 Model and articulate the democratic ideal to the students, including:
 - the school's role in developing productive citizens
 - the school's role in teaching and perpetuating the principles of a democratic republic
- 8.2 Develop, on the part of the students, positive behavior and respect for rights of others, and those moral standards necessary for personal, family and community well being.
- 8.3 Understand and respond to influences on educational practice including:
 - Federal and state constitutional provisions
 - Federal executive, legislative and legal influences
 - State roles of the governor, legislature and State Board of Education
 - Local school districts, boards of education and boards of cooperative educational services
 - Non-traditional and non-public schools, including: charter schools, religious schools and home schooling.
 - Public sector input from business, advocacy groups, and the public.
- 8.4 Promote teaching as a worthy career and describe various career paths in education, including local, state, national, and international options, higher education, public and private education.
- 8.5 Evaluate his/her performance and access the professional development options necessary to improve that performance.

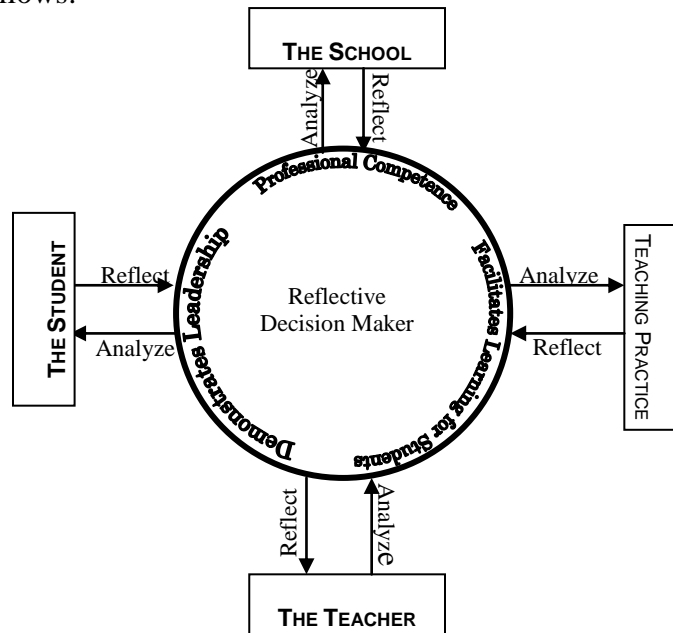


DEPARTMENT OF TEACHER EDUCATION

PREPARING TEACHERS TO BE REFLECTIVE DECISION-MAKERS

At Adams State College, the professional education programs of study are based on what we know about the knowledge base for teaching. The programs are founded on the model of a teacher as a reflective decision-maker who demonstrates leadership, professional competence, and who facilitates learning for all students. The Department of Teacher Education programs are designed to empower student teachers by educating them in ways in which they will serve as educational leaders who actively participate in school improvement, have ability and willingness to facilitate and accommodate school wide progressive change, and foster collaboration and cooperation with multiple stakeholders. Student teachers serve as competent and confident professionals who seek out and manage resources for the purpose of instruction, develop positions on a wide-range of educational issues, understand and implement state standards, and model best practices.

The continuity and interrelationship of the student teacher as a reflective decision-maker is schematically viewed as follows:



Adams State College prepares students for initial teacher licensure at the Bachelors' degree level. The Bachelors' degree program includes elementary (interdisciplinary studies) education, secondary education in various subject areas, and K-12 licensure in art, instrumental and vocal music, and physical education.

Bachelors Program

The Bachelors program consists of three major components -- general studies, academic major and professional education. Depending on the individual student's selection of a major, a number of electives may also be a part of the program. Each of these components is essential for a well-prepared, beginning teacher.

The general studies component provides the student with a broad, general education, which is expected of all college graduates regardless of the major. It also ensures the beginning teacher a broad repertoire of knowledge from which to draw upon to support classroom instruction in all teaching fields.

The academic major provides additional course work for the subject area or grade level being taught. In addition, the structure of the discipline acquired in the academic major provides an understanding of possible ways to assimilate the content that is to be taught.

The professional education component provides the student teacher with the knowledge base for teaching. It gives the student teacher an understanding of:

- the role of the teacher
- the role of schools in our society
- the role of the learner
- the science of learning
- specific teaching competencies

The professional education component enables the student teacher to take all the variables associated with teaching; i.e., general studies, academic major, and pedagogical skills, and orchestrate them in such a way that effective teaching and learning occurs.

At Adams State College, the professional education component is based on what we know about best practices for teaching. The program is based on the model that the teacher is a decision-maker in the classroom. As an effective decision-maker, the teacher must be able to reflect on what is happening in the classroom, analyze various teaching/learning processes, and determine the social and emotional needs of students.

To ensure a foundation for the teacher as a decision-maker, the professional education component is organized into six major strands:

- the school
- the community and family
- the student
- the teacher
- teaching practice
- subject matter

Much of what an effective teacher learns about teaching will take place on the job after completion of the initial licensure program. However, the successful development of a teacher is determined by strong preparation in a professional program prior to entering the classroom.

Upon completion of the Bachelors Level Program, based on this model, the beginning teacher will have acquired the necessary understandings, competencies and knowledge base to begin a professional career as a teacher.

Master's Degree Program

The Master's Degree is designed to move the experienced teacher to higher levels of sophistication in making decisions about teaching and classroom instruction through reflection and analysis. For all teachers pursuing a Master's Degree, the focus of decision-making is in a common core of professional education courses. The Master's Degree Program also includes a teaching specialty component, which is designed to move the teacher to higher levels of intellectual understanding.

THE TEAM

Getting Ready

The student teaching experience does not stand alone. It is the culminating experience in a carefully sequenced professional preparation program. While student teaching is the final step in professional preparation, growth as a teacher should continue throughout one's career.

Student Teacher ---- This is the beginning of a wonderful and exciting time. You are nearing the end of your undergraduate years and approaching the start of your professional career. Student teaching is a key part of your professional development at Adams State College. You have had quality academic and field experiences to prepare you for this student teaching experience. We are sure that you will find this handbook useful as you plan and work with your mentor teacher and college field supervisor. (Educational Field Experience Team)

Mentor Teacher ---- Thank you for agreeing to be a mentor teacher this semester and for going beyond your classroom responsibilities to extend your expertise to a future educator. This is a critical experience for the developing new professional. It is during student teaching that skills are refined. These students want to learn and grow in this experience. Your expertise and ability to mentor students are keys in this growth process. As a mentor teacher, you are helping to create what schools and the professional teacher will be in the 21st century. The mentor teacher is also responsible for supervising the student teacher.

College Field-Supervisor and Content Field-Supervisor ---- As the third and fourth member of the Educational Field Experience Team, the college field-supervisor and content field-supervisor adds another dimension to the necessary mentoring and supervision of student teachers in the field. The college field-supervisor and content field-supervisor is well trained in supervision, observational skills, and providing educational and professional support. (A content field-supervisor is optional, except for music)

Building Principal ---- The Building Principal is an addition to the Educational Field Experience Team. The Department of Teacher Education strongly encourages the building administration to view the student teacher as part of the faculty during the field experience.

Teacher Education Office ---- This office facilitates the Student Teaching experience by providing support and guidance as needed.

Effective teacher preparation is more important than ever. Significant changes in recent years have placed new demands on teaching professionals. This student teaching experience will provide the strongest model for the emerging professional. Recognizing this, it is imperative that all members of the Educational Field Experience Team work together to maximize growth during this period.

The Nature of the Student Teaching Experience

The student teaching experience requires many new responsibilities. This new experience is comprehensive. Therefore, the Educational Field Experience Team is in place to help the student teacher with these new responsibilities.

The Educational Field Experience Team utilizes a modified team teaching approach. The advantage of modified team teaching is that both the mentor teacher's and the student teacher's time and talents are used in a collaborative manner. Both can be working with students at the same time, thus providing greater opportunity for individualized instruction. It also makes it easier for the student teacher, from the beginning, to work with individual students, to work with a few students, and finally to assume full teaching responsibilities.

The following information provides a systematic procedure that serves as a working outline. Experienced mentor teachers may find that each of the steps needs to be shortened or extended according to the readiness of the particular student teacher.

STEP 1: OBSERVATION

During the first week the student teacher becomes familiar with the total school environment (i.e., school policies, school calendar, school personnel) and classroom environment (i.e., classroom structure, schedule, rules, procedures, student information). The student teacher may be ready to assume a few of the administrative and procedural tasks of the classroom.

Participating in such tasks as roll taking, lunch and milk counts, grading and recording student work, will bring the student teacher into closer contact with their students. As opportunities arise, the student teacher may also assist and supervise individual or small groups of students. Through carefully structured observations, the student teacher will develop management plans, presentation plans, and skills for supervision of student work.

STEP 2: TEAM TEACHING

Team teaching will comprise the major portion of the field assignment. A great deal of cooperative planning should precede the first actual teaching done by the student teacher. The mentor teacher should have ample time for a very thorough, advanced discussion of the student teacher's lesson plans and must approve each segment of the proposed activities.

After these tentative trials and an intensive evaluation session, the student teacher should begin to assume responsibility for teaching. It is recommended that subjects and classes be added only after the student teacher has gained command of the initial responsibilities. In about four weeks from the start of the student teaching experience, the student teacher should have assumed complete responsibility for instruction.

The mentor teacher continues to provide necessary support, including approval of lesson plans, weekly reports, reflective exercises, observations, evaluations, and constructive feedback.

STEP 3: FULL-TIME TEACHING RESPONSIBILITY

Student teachers must assume responsibilities for instruction in the first weeks of the semester. They may begin with selected areas, but must have full responsibility for instruction no later than the fourth week. Such responsibilities will include:

- all activities which are required in the ongoing program of instruction
- classroom management
- student supervision

STEP 4: TRANSITIONING CLASS BACK TO REGULAR TEACHER

During the last two weeks of the student teaching assignment, the mentor teacher will gradually resume full teaching responsibilities.

Special Note: While the student teacher is assuming full-time teaching responsibilities, the mentor teacher will continue the in-class observations and supervision (Legal requirement).

USE THE STUDENT TEACHING TASK TIMELINE
Separate document

Educational Field Experience Team

Student teaching is a highly individualized experience. It is one of the few opportunities that the student teacher has for a one-to-one relationship with a college faculty member, and with an experienced classroom professional. To obtain optimum advantage from this experience, provisions must be made for meeting the variety of needs and utilizing the assets that each student teacher possesses. All members of the team have important roles and responsibilities that contribute to a quality professional learning experience.

Roles and Responsibilities of the Student Teacher

Student teachers are urged to join CEA/NEA in order to obtain liability insurance before placement in a field experience. Information on membership and coverage is available in the Teacher Education Office. We strongly encourage the student teacher to obtain and maintain this coverage throughout the duration of the program and especially during the student teaching experience.

It is your responsibility as the student teacher to:

1. Complete college assignments as outlined in the handbook and by the college field supervisor. The student teacher provides evidences in hard copy and electronic form for the Student Teaching Proficiency Log (this can be found online at <http://teachered.adams.edu>,) These evidences are assessed and discussed with the mentor teacher and college field-supervisor. (By the end of the semester, all of the 8 standards and 45 elements must be demonstrated and merged into one document) and emailed to your “go to person.”
2. You are required to adhere to your assigned school’s calendar, not the Adams State College calendar. (Your last day of student teaching is the last day before ASC graduation).
3. Comply with the rules and regulations of the school(s) to which you are assigned.
4. Become informed about the students and classes that you will teach.
5. Adjust to, rather than try to change, the situation in your school assignment. Remember that you are a guest in the school community.
6. Develop personal qualities necessary for assuming the role of a professional educator.
7. Maintain an appropriate personal appearance as determined by school requirements.
8. Make adequate time to prepare for your work in the classroom.
9. Cooperate with your mentor teacher, college field-supervisor, school personnel and school principal.
10. Observe standards of conduct as set by both professional ethics and the requirements of good citizenship. Professional ethics dictate that discretion be exercised in discussing teaching methods observed in the classroom and in discussing individual students. Student teachers that violate ethical principles and/or standards of professional behavior may be dropped from the program.
11. Participate in all activities throughout the semester expected of the regular classroom teacher.
12. Reflect and respond professionally to suggestions for improvement.
13. Maintain positive relationships with students, staff members and parents.
14. Develop reflective decision-making skills, including self-reflection. (Appendix F)
15. Relate appropriately to all students, including the culturally diverse and those with special needs.

16. Utilize technology to increase learning.
17. Attend seminars as announced by your college field-supervisor.
18. Be determined to show enthusiasm and prove you have a contribution to make.
19. Consider student teaching a full time task. Avoid part-time jobs, heavy socializing or additional college coursework.
20. Be punctual. Call if you will be tardy or absent.
21. Appear interested and curious. Look for ways to be helpful in the classroom. Be active and not passive.
22. Be careful not to gossip. Confidentiality is expected of you as a professional in training.
23. Spend as much time as possible discussing goals and expectations with your mentor teacher and college field-supervisor. Revisit your personal educational philosophy to remind yourself of goals.
24. Operate within the discipline framework in the classroom that has been developed by your mentor teacher.
25. Try to accommodate a variety of learning styles. This is your time to try out new techniques.
26. Have emergency lessons planned for times of need (Appendix H)
27. Learn as much as you can about the students as quickly as you can, including their names, ability levels, etc., and plan accordingly.
28. Keep abreast of current trends in your content area. Subscribe to content journals, join professional organizations, attend workshops and conferences, and develop a personal professional development plan.
29. Maintain a sense of humor as is appropriate and strive to react calmly to student comments and behaviors.

Roles and Responsibilities of the Mentor Teacher

It is your responsibility as the mentor teacher to:

1. Support the student teacher in assuming increased instructional responsibilities. Help the student teacher know the total school program: class schedules, extracurricular activities, building floor plans, emergency procedures, teaching and support staff, school resource materials, and guidelines for parent contacts.
2. Take steps to ensure that the student teacher knows the overall instructional plans for the class. Notify the student teacher sufficiently in advance of when instructional responsibilities will begin, in order for adequate preparation.
3. Confer regularly with the student teacher in a supportive, honest, positive and constructive manner.
4. Work with the student teacher to complete for the first six weeks, the Weekly Planning and Reflection Reports. (Appendix E)
5. Clarify the student teacher's responsibilities for creating instructional plans, creating assessment tools, and assigning grades. Provide guidance to improve the student teacher's lesson presentation and methodology.
6. Help the student teacher apply theory to practice in planning, analyzing and decision-making.
7. Conduct four Reports on Observation of Student Teacher (Appendix P) of the student teacher's professional performance. In order to fairly evaluate the student teacher's overall performance, the mentor teacher must continually supervise and observe in the classroom (legal requirement). Completed observation reports should be mailed to the Teacher Education Office (envelopes provided) immediately following the observation.

8. Complete a Mid-Term and Final Student Teaching Rubric & Tracking Log (Appendix J), which includes the student teacher, the mentor teacher, and the college field-supervisor. Completed forms should be filed in the Teacher Education Office.
9. Support the student teacher in arranging observations in other teachers' classrooms relating to professional development goals. The student teacher should identify a purpose for the observation and complete a written report describing:
 - the observation
 - what has been learned
 - how the information will improve the student teacher's professional practice
10. Immediately inform the college field-supervisor in writing of any problems in the student teaching experience.
11. Support the student teacher in seeking professional development opportunities.
12. Ensure that a substitute teacher will work with the student teacher if the mentor teacher is absent (legal requirement).
13. Allow release time for student teacher to complete required classroom visitations and to attend seminars.
14. Review the Student Teacher and Educational Field Team Handbook to be knowledgeable of the institution's expectations.
15. Prepare your pupils for the student teacher. You may want to consider introducing the student teacher as your co-teacher. Try to involve the student teacher in classroom activities as soon as possible.
16. Most student teachers do not know exactly where to start. They are somewhat overwhelmed by the reality of teaching responsibilities. Guide them carefully and be helpful when assistance is requested.
17. Explain your record keeping methods to the student teacher.
18. Require that your student teacher provide lesson plans one week prior to teaching. Assist with initial planning and do not accept excuses for inadequate planning.
19. Provide your student teacher with a table, desk, or designated area at which to work.
20. Strive for open communication with your student teacher to assure professional growth.
21. Arrange for a three-way conference with you, the student teacher and the college field-supervisor when the supervisor is expected to visit.
22. Expose your student teacher to other members of the faculty who exemplify the code of ethics for teachers.
23. It is important for student teachers to have the opportunity to try ideas and experience failures as well as successes.
24. Allow student teachers to use discovery learning and student centered learning styles. Provide feedback to the College Field Supervisor for the 45-element assessment.

Roles and Responsibilities of the College Field-Supervisor and Content Field-Supervisor

It is your responsibility as the college field-supervisor and/or content field supervisor to:

1. Maintain professional relationships with the student teacher, the mentor teacher, and the school principal. Be sure to introduce yourself to the building administrator early in the semester.
2. Help clarify the expectations of the Adams State College Teacher Education Program to the student teacher, the mentor teacher, and the school principal.
3. The College Supervisor will observe the student teacher four times in actual classroom instruction. The Content Supervisor will observe the student teacher two times in actual classroom instruction. File a written Report on Observation of Student Teacher (Appendix P). Completed observation reports will be filed with the Teacher Education Office.

4. Be well informed about the public school setting, the Adams State College Teacher Education Program, and this handbook.
5. Occasionally, concerns arise regarding a student teacher's development of specific professional skills.

The Teacher Action Plan for Professional Growth (Appendix S) is to be used in a three-way conference setting involving the student teacher, mentor teacher, and the faculty field supervisor or content area field-supervisor. Completing this Action Plan does not necessarily indicate unsatisfactory progress but targets areas of concern.

The following Roles and Responsibilities along with the above, apply to the Music Content Supervisors and College Field Supervisors:

1. Complete a Mid-term and Final Student Teaching Rubric & Tracking Log (Appendix J).
2. Require the student teacher to meet all deadlines and document completion of assignments.
3. Request varied observation settings, i.e., student centered, discovery learning, etc.
4. Keep a log of all contacts with student teachers (Appendix P)
5. Complete, sign and date the final 45-element assessment. Email the elements (with scores and electronic signature) to ascted@adams.edu one week prior to graduation
6. Help clarify the expectations of the Adams State College Teacher Education Program to the student teacher, the mentor teacher, and the school principal.
7. Assist the student teacher in the development of Colorado Content Standards Based Lesson Plans. (Appendix G)

Suggested Responsibilities of the Building Principal

Following are suggested responsibilities to facilitate the student teacher's successful assimilation into the school family:

1. Require student teachers to attend staff meetings and participate in all other required faculty responsibilities, including in-services, staff development, conferences, etc.
3. Be sure that the student teacher and the mentor teacher understand that liability issues require supervision of the student teacher by a licensed professional at all times.
4. Provide contacts with the student teacher, which demonstrate the relationship of teachers and administrators.
5. If possible, plan a formal evaluation of the student teacher similar to the format used with your faculty.

Contacts by the College Field-Supervisor

The Adams State College faculty field-supervisor will complete a minimum of four formal observations and a mid-term and final conference. As shown on the Student Teaching Task Timeline. Adams State College Requirements must be completed by the student teacher prior to the college field-supervisor's contact. Student teachers should have their portfolios available for review at each visit. The following list outlines these requirements and purposes of the contacts.

FIRST CONTACT

1. The college field-supervisor will do a protocol visit to meet the Principal, and to orient the student teacher and mentor teacher to the requirements and timelines for the semester.
2. The student teacher will submit required assignments for Week 1 as outlined in the Student Teacher Task Timeline.

SECOND AND THIRD CONTACTS

1. The college field-supervisor will review the Standards Based Lesson Plans and Weekly Planning and Reflection form. (Appendices E and G)
2. The college field-supervisor will observe and complete the Report on Observation of Student Teacher form. (Appendix P)

FOURTH CONTACT

1. The college field-supervisor will review the Standards Based Lesson Plans and Reflective Exercise form. (Appendices F and G)
2. The college field-supervisor will observe and complete the Report on Observation of Student Teacher form. (Appendix P)
3. The college field-supervisor and the mentor teacher will each complete the Mid-Term Report for Student Teacher (see the Student Teaching Proficiency Log at <http://teachered.adams.edu>, click on assessment {top of screen in the blue area} and then click on the student teaching proficiency log}. The Educational Field Experience Team will participate in a 3-way conference. If an area of concern is identified, the student teacher will be required to complete an Action Plan for Professional Growth (Appendix S).

FIFTH CONTACT

1. The college field-supervisor will review the Standards Based Lesson Plans and Reflective Exercise form. (Appendices F and G)
2. The college field-supervisor will observe and complete Report on Observation of Student Teacher form. (Appendix P)

SIXTH CONTACT

1. The college field-supervisor will review the Standards Based Lesson Plans and Reflective Exercise form. (Appendices F and G)
2. The college field-supervisor and the mentor teacher will work together to complete the Final Report for Student Teachers. The Educational Field Experience Team will participate in a 3-way conference.

Content Field-Supervisor Contact Checklist

Following is an overview of expected secondary and K-12 contacts by the Content Field-Supervisor:

1. Attend Supervisor Meetings, when possible.
2. Observe secondary and K-12 s two to three times per semester, including one visit early in the semester (see Appendix P), and see the Student Teaching Proficiency Log at <http://teachered.adams.edu>
3. Use College Supervisor Contact Record (Appendix T) for record keeping (optional)
4. Refer to Student Teaching Task Timeline for familiarity with responsibilities, as well as suggested site visit times.
5. Communicate with the College Field-Supervisor, the Department of Education Chair, and the Teacher Education Office regarding any concerns or questions you may have concerning the Student Teaching Experience or the student teacher you are working with.
6. When possible, plan to coordinate site visits with the College (Education) Field-Supervisor.

Adams State College Teacher Education Department Requirements

The student teacher will be required to complete various assignments. These assignments are designed to enhance the learning experience and to provide opportunities for self-evaluation.

Portfolio Note the changes we discussed regarding the movement from Academic to Professional Portfolio and the time frame for this.

The student teacher's working portfolio is a compilation of work samples, records, and accomplishments that demonstrate learning, performances, and contributions. During the semester, the student teacher's portfolio will include all college assignments as outlined in The Student Teaching Educational Field Experience Team Handbook. Additionally, any materials that are representative of professional growth will be included, including the Professional & Ethical Behavior Checklist (Appendix R), Philosophy Statement, Mid-term and Final Planning Copy artifacts and evidences, Reflective Journalizing and Synthesizing. Please refer to the Portfolio Evaluation Sheet and Portfolio Evaluation Undergraduate Teacher Education Rubrics (Appendix B). The portfolio must be available for the college field supervisor on each visit.

Initial Report of Goals

The Initial Report of Goals is to be completed during the first conference with the college field-supervisor. (Appendix C)

The report will include the following information:

- List at least five goals to attain during this experience.
- What kinds of resources/assistance will be needed to accomplish these goals?
- How can the mentor teacher or college field-supervisor help you attain these goals?

Schedule Note that this is to be emailed your first week of student teaching.

Email a copy of the daily classroom schedule and school calendar to the Teacher Education Office ascted@adams.edu your first week at the school. See School Schedule Report form (Appendix A)

School Policies Report

Include a copy of the school policies in your Portfolio for review by the college field-supervisor at the first visit. It is critical that student teacher s know their responsibilities under Colorado law and district policies. The student teacher will recognize the need to be familiar with school policies and procedures as outlined in (Appendix D).

Lesson Plans

Student teacher s will be required to complete Colorado Content Standards Based Lesson Plans. (Appendix G) Student teacher s will begin formulating lesson plans the second week of student teaching. Student teacher s will review lesson plans with the mentor teacher. Additionally, all college assignments (inclusive of lesson plans) must be available for the college field-supervisor on each visit.

Weekly Planning & Reflection Note changes in numbers and time frame.

Weekly Planning and Reflection assignments are designed to help the student teacher and the mentor teacher systematically introduce new teaching and non-teaching responsibilities. These weekly meetings provide time to share perceptions and to reflect on the student teacher's progress. Weekly Planning and Reflection assignments are to be completed during each of the first six weeks of the student teaching experience (Appendix E).

Reflective Exercise Note that this is posted on WebCT as directed.

This exercise is designed to help the student teacher develop reflective teaching practices. The student teacher will complete a minimum of four Student Teaching Reflective Exercises. (Appendix F)

Classroom Visitations

During the semester, the student teacher will be required to observe four other classrooms in differing situations (i.e. content areas, grade level, or age level). These visits should be spread out over the semester as suggested in the Student Teaching Task Timeline. Written documentation of the four visits will include (see Appendix I):

- Description of the learners
- Description of the program environment

- Description of the learning processes observed
- Reflection of what was learned from the observation.

Epilogue to Student Teaching, Final Reflection

At the completion of the student teaching experience, the Epilogue to Student Teaching, Final Reflection is an assignment, which provides the opportunity for the student teachers to engage in reflective practice and articulate future professional goals. At the end of the student teaching experience, it is appropriate to evaluate initial goals and begin making plans for continued professional growth (Appendix K). Program Evaluations should also be completed and returned to ASC at the completion of the semester (Appendices L, M or N).

Attendance Policies

Leave Day Policy

The Adams State College policy regarding leave days for student teachers is as follows:

1. Three absences (leave days):
 - Notify the mentor teacher in advance.
 - Notify the college field-supervisor, if possible, in advance, by email or by telephone.
2. After three absences the student teaching period will be extended. For each absence above three, the student teacher will need to add on days on a one-for-one basis.
3. District, school, college, or professional development opportunities (three days are allowed), to which the student teacher is required or invited to attend, will not count as a Leave Day. Provide written documentation of professional development in portfolio.

Attendance Policy

1. Follow assigned school calendar (first day, holidays, and ending dates).
2. Student teaching will continue until the required time commitments have been met.
3. The mentor teacher and college field-supervisor may extend time requirements for student teaching if competency has not been sufficiently demonstrated.

Student Teachers are not permitted to substitute during student teaching, and may not finish early based on hours accumulated. However, the three allotted leave days may be saved until the end of the semester and used during the final week.

Illegal, Inappropriate, and Unethical Student Teacher Behaviors and Practices

<http://www.sos.state.co.us/CCR/>

The student teacher will be aware of the serious repercussions relative to professional licensure. The following are some reminders of illegal or inappropriate behaviors that may result in felony charges, misdemeanor charges, or convictions.

ILLEGAL

- Taking or being under the influence of alcoholic beverages or drugs on school campus, or possession either in personal belongings or in cars.
- Bringing firearms or weapons on to school property
- Using school computers for inappropriate purposes

INAPPROPRIATE/UNETHICAL

- Not working within school guidelines when dealing with media about school activities
- Making inappropriate advances to students, faculty, or staff (i.e., asking a student for a date, inappropriate comments or gestures of a sexual nature, inappropriate jokes or touching)
- Not following the chain of command (i.e., complaining to the principal before talking with the teacher)
- Inviting guest speakers without permission from the mentor teacher

- Planning field trips before discussing ideas and procedures with the mentor teacher
- Making parental contacts without approval of the mentor teacher
- Criticizing school district, faculty, or students publicly in the community
- Gossiping about students, or college and school personnel
- Using inappropriate language
- Using school materials or property for personal use (e.g., computer, copying personal materials, use of school stationery)
- Leaving campus during lunch or planning/conference period without approval of the mentor teacher
- Leaving campus before the end of the regular school day

Evaluation Policy for Student Teaching

The basis for determining the final grade for student teaching is overall performance as evaluated by the college field-supervisor and the mentor teacher. The evaluation is based on observations, consultations and written evaluations by the college field-supervisor and mentor teacher.

Responsibility for assigning the final grade rests with the college field-supervisor.

If the college field-supervisor and mentor teacher evaluate the student teacher's performance to be positive and successful, the student will earn a "P" (Pass) grade. If the college field-supervisor and mentor teacher evaluate the student teacher's performance to be unacceptable, the student will earn a grade of "F" (Fail). In almost all cases in which a student earns an "F" grade, another student teaching experience will not be possible. If another opportunity were to be permitted, the student teacher will be required to complete another full semester of student teaching.

If the college field-supervisor and mentor teacher evaluate the student teacher's performance to be unsuccessful but has the potential for success, the student will be given a "W" (Withdraw) and the opportunity to enroll for a subsequent semester. In such cases, remediation addressing the unsuccessful performance areas will be required before permission to repeat student teaching is given. If this option is exercised, the student teacher will be required to complete another full semester of student teaching.

If the college field-supervisor and mentor teacher evaluate the student teacher's performance to be marginally acceptable or negatively affected due to extenuating factors, the student teaching experience may be extended in the same or the following semester. In those cases, an "I" (Incomplete) would be given until the student teaching is completed.

In those cases where the experience is evaluated to be unacceptable or unsuccessful, the school district may ask Adams State College to remove a student teacher prior to the completion of the semester. In all cases when this happens, the College will comply.

Final decisions on withdrawals, incompletes, and permission for a repeat of student teaching are made by the Department Chair of Teacher Education, the Teacher Education Office and with the student's college field-supervisor. Appeals of those decisions are addressed by the appropriate governance structure of the Teacher Education Department at Adams State College.

ADAMS STATE COLLEGE
2009-2010 Catalog
Department of Teacher Education

Academic and Professional Standards

While enrolled in prerequisite courses in the Department of Education, admission to the initial licensure programs, placement in schools for field experience, and during student teaching, students are expected to maintain academic and professional standards in accord with the profession of teaching.

Expectations include, but are not limited to:

- Adherence to the ASC Code of Conduct regarding academic performance, including academic honesty and professional conduct
- Maintaining the minimum semester and cumulative GPA of 2.75
- Compliance to professional attitudes and dispositions (see Professional and Ethical Behavior Checklist)
- Demonstration of state mandated teaching competencies (Performance Based Standards for Colorado Teachers)
http://www.cde.state.co.us/cdeprof/download/pdf/li_perfbasedstandards.pdf
- Knowledge of school and district rules for teacher behavior.
- Direct supervision by a licensed classroom teacher while working with K-12 students during practicum assignments and student teaching. The classroom teacher must be immediately accessible. Personal involvement in the K-12 setting, e.g., parental involvement or substitute teaching, must be clearly separated from practicum and student teaching.
- Appropriate interactions with students

Note: The faculty reserves the right to suspend, place on probation or remove from the program any candidate who, in their professional judgment, fails to satisfy requirements of scholarship, performance, academic or professional ethics or integrity or personal suitability. The principal or teacher at a host school may request the removal of a candidate at any time.