

# REGIS



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# U N I V E R S I T Y

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**REGIS COLLEGE**

***STUDENT TEACHER HANDBOOK***

**STUDENT TEACHER** \_\_\_\_\_ **PHONE** \_\_\_\_\_

**REGIS MENTOR** \_\_\_\_\_ **PHONE** \_\_\_\_\_

**COOPERATING  
TEACHER** \_\_\_\_\_ **PHONE** \_\_\_\_\_

4/6/2009

REGIS COLLEGE

## **STUDENT TEACHING HANDBOOK**

Regis College Student Teaching is the culminating experience for our traditional undergraduate students who have taken a teacher preparation component in addition to the college core requirement and a content major. Students who have reached this final stage of teacher preparation have been evaluated by the Committee on Teacher Education at Regis (COTER). This process insures that our students are ready for the student teaching experience.

### **General Information**

Student teaching is an intensive immersion into the public school classroom environment. Each student teacher will begin at a different point in his/her development as a teacher and will student teach in a school with a unique school culture. Individual goals will vary, depending upon the initiation point, but the common goal for all student teacher is that they be able to demonstrate their abilities to competently facilitate and evaluate learning, to use a variety of teaching methods, and to function as professional colleagues within a school.

The purpose of student teaching is to allow the student teacher the opportunity to experience as many of the activities and responsibilities of the school and classroom as possible. This means that at some point the student teacher will be responsible for planning and teaching the content material, for classroom management and discipline, for grading students' work, and where appropriate, assigning grades at the end of a grading period.

It is the responsibility of the student teacher to work within the framework of the school and classroom assigned. The student teacher will be a member of a team which will include the cooperating teacher, other teachers, the school's administrators and the students' parents. The Regis College supervisor will regularly observe the student teacher and will provide support to the student teaching process in collaboration with the cooperating teacher, other school staff, and the Regis University faculty.

### **Structure of the Experience**

All student teachers will be in placement for sixteen weeks. Secondary student teachers will teach at least five classes in their content area for the entire sixteen weeks. This teaching load should include 2-3 different preparations. Students also have the option of a year long student teaching experience based on department recommendations and school availability.

For both the fall and spring semester, Regis student teachers will follow the school district calendar. Students are expected to start their assignment on the day the teachers are required to begin, but the sixteen weeks of student teaching begins on the first day the students attend class. In other words, sixteen weeks of student contact days are required.

This schedule needs to be discussed and arranged with the cooperating teacher and the Regis College Supervisor. Generally speaking, all student teachers will move through three phases during the experience. Student teaching assignments are highly individualistic. Involvement in these classroom activities will depend upon the individual's readiness to perform the tasks assigned. The student teacher **MUST NOT** be asked to step in immediately and assume total responsibility of the class. Due to the unique nature of the assignment and the readiness factor, no set time period can be attached to the various phases of student teaching. Some student teachers may become involved with limited teaching during the first week of classes, while others may be observing for a longer period of time. A gradual release of responsibility can be described, but not limited to these three phases:

### **Stage I – Orientation and Observation**

Some activities involve orientation to the building and to the classroom, observing the cooperating teacher, observing classrooms in related areas, and discussing the observations. Additional activities move the student teacher into an assisting role with the cooperating teacher. These activities include but are not limited to: planning, preparing resources, correcting papers, helping small groups, supervising study periods, tutoring, constructing quizzes, preparing instructional materials and teaching a complete lesson which has been cooperatively developed. In this phase, the cooperating teacher provides the continuity for the classroom and provides immediate feedback to the student teacher.

### **Stage II – Limited Teaching Experience**

At this stage the student teacher begins to take responsibility for small groups or for whole group instruction for a limited number of subjects or classes. Activities build upon the previous experiences and the student teacher assumes responsibility for teaching a sequence of lessons and the planning, teaching, and evaluation of a complete unit(s). Other activities move the student teacher into an assisting role with the cooperating teacher. The goal is a gradual movement toward assuming full responsibility for the classroom. During this stage, it is important that the student teacher be alone with the students for increasing periods of time.

### **Stage III – Extensive Teaching Experience**

In this stage, the student teacher provides most of the teaching with the complete responsibility for planning the lessons and evaluating the students. Secondary students should reach this stage with all preparations no later than the twelfth week of the semester.

During this final stage the student teacher should have sole responsibility for the classroom with continuing coaching from the cooperating teacher. Some lack of teacher presence is necessary to allow the student teacher to be viewed as the classroom teacher

by the students. Periodic observation by the cooperating teacher is also needed in order to monitor progress, continue continuity, and provide for coaching.

### **Guidelines for Student Teachers**

**Attendance:** Be conscientious about attendance and promptness. If late or absent, the student teacher should contact the cooperating teacher. Keep the cooperating teacher's home phone number available for such emergencies. If this is impossible, contact the school's office. The Regis College Education Department and college supervisor should also be contacted about absences.

The student teacher is to follow the same schedule as the cooperating teacher including arrival and departure times, after school activities and days off. Regis College holidays and vacations are not a part of their schedule.

If the student teacher misses several days during the student teaching experience, it will be necessary to extend the placement. The cooperating teacher and Regis College supervisor will jointly make a decision as to the need for an additional week(s) of student teaching.

**Responsibilities:** Student teaching provides an opportunity to be part of a teaching team. As a team member, the student teacher's role, responsibilities and tasks will vary from time to time, as determined by the cooperating teacher and the Regis College supervisor.

The student teacher is expected to know the policies and procedures of the school district and the assigned school. For this reason, the acquisition of the teacher handbook and the student handbook is essential. Knowledge and understanding of the policies and procedures in these handbooks will be important for a successful student teaching experience and to avoid any unprofessional behavior.

Some policies to consider:

- Treat student teaching as a job; always be professional in behavior. The student teacher is responsible for knowing and obeying all school and district policies for teachers. Although s/he is not paid, s/he is considered by state law to be an employee of the school district. (see appendix)
- No student teacher may physically coerce or restrain a K-12 student. If a student teacher is in a situation where some students are physically restrained, the student teacher may not participate in the restraints. If a student teacher is concerned about the safety of a student or his/her own safety, seek help immediately from school staff.
- Student teachers are required to work with K-12 students in public spaces within schools, such as classrooms, libraries, and well-traveled hallways. They must avoid being alone with students in places not frequented by other adults.
- Student teachers will never provide transportation to K-12 students during the course of their Regis work.

- Student teachers will not meet with K-12 students, with whom they are working, outside of school, unless they are participating in a school-sanctioned activity which includes other school personnel.
- Confidentiality is crucial. A student teacher will be privy to a great deal of information about students. S/he may not share this information with people inside or outside of school, unless they have a professional need to know the information.

### **Participation:**

The student teacher will:

- Assume the role of a teacher in the school. Activities might include: faculty and in-service meetings, extracurricular events, parent-teacher conferences, hall, cafeteria, playground monitoring, and other activities determined by the cooperating teacher.
- Become a part of the school. The classroom is only one aspect of teaching. When possible, the student teacher will spend some time in the main office, special services office, library, counseling office, and other non-teaching areas of the school; gain a broader perspective of the role of a teacher and an appreciation of how other people in the school contribute to the climate of the school and are crucial to an effective educational system; listen and learn from them.
- Participate in parent conferences during student teaching. Be involved in as many teacher-parent interactions as is appropriate.
- Team with the cooperating teacher and participate in all duties of teaching school (i.e. forms, reports, attendance, and record keeping). Develop lesson plans, unit plans, activities, bulletin boards, tests, and other instructional materials, as appropriate.
- Gather information about the various professional organizations and journals. Be familiar with the educational organizations and/or unions associated with the school. Be aware of the benefits available to teachers. Know the child abuse reporting process in the building.

### **Guidelines for Cooperating Teachers**

The cooperating teacher(s) will initially help the student design the student teaching experience. The relationship developed between the cooperating teacher and the student teacher is the key to the success of the student teaching program. The cooperating teacher will act as a mentor and a guide to the student teacher. This relationship is developed through the student teacher's actual participation in classroom activities and through team conferences. These conferences are held for planning purposes, for discussion of teaching challenges, and for evaluation of the student teacher's work. While valuable conferences may be held in the five or ten minutes before or after class, conferences of considerable length must also be scheduled periodically. These conferences are considered highly valuable and the student teacher is required to be available for them.

## **Responsibilities:**

- See that the student teacher is familiar with both district and building curriculum for his/her area of licensure.
- Define the student teacher's role in terms of duties and responsibilities:
  - Introduce the student teacher to other school faculty and staff.
  - Schedule a conference with the student teacher early in the semester to clarify the role of the student teacher, the cooperating teacher, and the other team members.
  - Provide ample opportunity for the student teacher to observe the kinds of methods which are appropriate to the assigned classroom.
  - Help the student teacher develop a professional attitude in all interactions with school and community.
  - Clarify the student teacher's responsibilities with respect to making lesson plans, securing and organizing appropriate materials, and other necessary activities.
  - Clarify the student teacher's responsibilities for other teaching tasks, such as cafeteria or hall duty, and extracurricular events.
  - Advise the student teacher, well in advance of the time when s/he will be expected to teach a lesson or unit.
  - Negotiate a time line for the student teacher's "moving into" full teaching responsibilities.
- Insure adequate continuity, class contact and supervision of the student teacher. The student teacher is a part of the teaching team and must not be considered as a replacement for the regular teacher. In your absence, there must be a substitute teacher on duty, even if the student teacher has a substitute teacher license.
- The student teacher will be observed by the Regis University supervisor on a bi-weekly basis. Participate in the conferences between the student teacher and supervisor if possible. Try to make contact with the supervisor during each visit. If any questions or concerns arise, please contact the Regis University supervisor immediately.
- Complete an evaluation form (mid-term and final) and submit it to the Regis University supervisor. Share its contents with the student teacher. Please submit any recommendations or evaluations on the letterhead of the cooperating school.

The student teacher will be involved in a seminar which will meet six times during the placement. The student teacher will keep the cooperating teacher and the Regis College supervisor informed about the date and time of each meeting.

## **Guidelines for the Regis College Supervisor**

The Regis college supervisor has the responsibility of overseeing the quality of the Student Teaching experience for Regis College student teachers. The supervisor serves as liaison between the placement school and Regis College. The primary responsibility is to provide constructive feedback to the student teacher in order to facilitate professional development.

## **Information/Responsibilities of Regis College Supervisor**

1. All Regis college supervisors will have a training/information meeting at the beginning of the semester when they will be supervising student teachers. These meetings will be held in the Education Department at Regis College. In addition, supervisor will meet with Education Department faculty at mid-semester to discuss progress and/or concerns. If needed, a meeting will be held at the end of the semester.
2. Contact days for student teachers are full days spent in instructional activities with students, including parent-teacher conferences. Teacher in-service days, though required, are not considered contact days. A regular student-teacher placement is sixteen weeks (640 hours). Student teachers will need to make up any days they are absent from their placement, as these hours are part of the 800 contact hours required by the state.
3. The supervisor will make between 10-12 observations during the semester. If possible, these observations should include pre and post discussions with the student teacher and the cooperating teacher. These observations should be for an entire lesson and are generally prearranged. A formal lesson plan that students have used during the methods course will be required for a minimum of three (3) observations. At the other observation times the supervisor, cooperating teacher and student choose the plan format that will be used.
4. Supervisors will notify the Regis College Education Department if any problems arise in the placement. This notification needs to take place at the time the problem occurs. If student teachers have concerns or problems they are to discuss the situation with their Regis supervisor. Student teachers are guests in their placement schools and need to adhere to the dress code attendance policy, etc.
5. Written observation reports will be submitted at midterm with the Midterm Evaluation from the cooperating teacher. A meeting will be scheduled with the Regis faculty to review the performance of the student teacher and discuss concerns. Supervisors are asked to make copies of their observation reports to give to their students' cooperating teachers.
6. If the student teacher requests it, the supervisor may write a letter of recommendation using Regis University letterhead.

### **Contact and mailing information**

Regis University  
Education Department, H-12  
3333 Regis Blvd.  
Denver, Colorado 80221

Phone: 303-458-4135

## **Liability Issues and the Legal Status of Student Teachers**

As a part of the “Cooperative Teacher Education Act of 1973” (22-62-105.Authority and Status of Student Teachers), Colorado law states:

*Any student teacher, during the time that such student is assigned to a field experience within a public school, shall be deemed to be a public employee of the school district within the meaning of the “Colorado governmental Immunity Act”, article 10 of title 24, C.R.S. the duties and responsibilities of the student teacher shall be determined by mutual agreement between the school district and the authorized representative of the college.*

The student teacher, during his/her field experience, shall be deemed an employee of the school district pursuant to the provisions of sections 81-2-2 and 81-2-7, C.R.S. 1962, for the purpose of workmen’s compensation and liability insurance as provided for other district employees.

The extent of liability coverage for public employees in Colorado is \$150,000 per incident or \$400,000 for multiple incidents. Students involved with “student teaching” are covered for alleged negligence, provided the accused was acting within the scope of his or her duties as prescribed by the university or the school at the time of the incident.

Regis College requires student teachers to apply for additional liability insurance. Students can obtain \$1,000,000 in additional coverage through CEA/NEA ([www.coloradoea.org](http://www.coloradoea.org)) as a student member for \$23 per year or they can check with a private insurance agent.



## Student Teaching Interview Checklist

**Student Teacher** \_\_\_\_\_

**Cooperating Teacher** \_\_\_\_\_

1. Start Date: \_\_\_\_\_
2. End Date: \_\_\_\_\_
3. Teacher Work Sample – suggested topics:
4. Contact information; where you can be reached and where you can reach your cooperating teacher *over the break*. (e-mail, home phone, address)

Cooperating teacher: \_\_\_\_\_

Student: \_\_\_\_\_

5. School Calendar:
6. Anticipated absences:
7. Student Teacher Handbook (*pick up during finals week*): Give a copy to your cooperating teacher and have them fill out the payment forms in the back of the book. Return them with this form.

**Return this form to the Education Office by** \_\_\_\_\_

**COOPERATING TEACHER  
PAYMENT FORMS**

Please fill out both of the following forms (the Regis College payment form and W-9) sign and return to the Education office:

Regis University  
Department of Education H-12  
3333 Regis Blvd.  
Denver, CO 80221

We will process your payment at the end of the 16 week student teaching experience, provided we have your payment forms.

**REGIS COLLEGE PAYMENT FORM**

**Regis University  
Education Department H-12  
3333 Regis Blvd.  
Denver, CO 80221**

**Date:** \_\_\_\_\_

**303-458-4135**

\_\_\_\_\_  
**Name**

\_\_\_\_\_  
**Home address:**

\_\_\_\_\_  
**City, State, Zip Code**

\_\_\_\_\_  
**Cooperating Teacher for:**  
(Student Teacher's Name)

\_\_\_\_\_  
**Semester and year:**

Your W-9 must accompany this form. You can download a current W-9 at [www.irs.gov](http://www.irs.gov)

## ***DISPOSITIONS of TEACHING***

### **Rubric**

Collaboration Critical Self-Reflection and Reflective Practice Diversity Social Justice

DISPOSITION	BELOW EXPECTATIONS 1	MEETS EXPECTATIONS 2	EXCEEDS EXPECTATIONS 3
<b>Listens to others in class and in fieldwork C</b>	Does not listen to others in class or field. Interrupts, dominates conversation, closed to diverse points of view.	Listens to others in class and/or field. Responds appropriately to what others say. Open to other persons' points of view.	Listens to others class, supporting differing views. Asks clarifying questions, about diverse views. Supports others.
<b>Collaborates with others in class and in field work C</b>	Works poorly in small groups. Withdraws or dominates in group	Collaborates in small groups and group projects. Works with others' views and furthers group goals.	Fills many roles in small groups. Listens actively and engages in discussion.

	discussions. Blocks group progress.		Shows leadership to further group goals.
<b>Class work, writing, and fieldwork show appreciation, curiosity about subject matter and school populations CSR</b>	Interest limited to basic requirements. No interest in lives of students, school personnel, subject matter. Passive in class and in field.	Questions and comments show interest in students' lives, communities, schools, subject matter. Active in class and field.	Takes initiative in understanding students, schools, communities, subject matter.
<b>Reflects on own attitudes and values about education, experiences in class and field CSR</b>	Superficial reflection on own experiences in field and class. Limited reflection on own values and views towards education.	Reflects critically on educational experiences in class and the field but only somewhat on own attitudes and values related to education.	Critically reflects on own values and attitudes relating to education. Reflective attitude towards fieldwork.
<b>Empathetic communication (written, verbal, and nonverbal) with other candidates, students, parents, school personnel, college peers and professors D</b>	No effort to understand others' views, experiences or how own experiences shape one's views. Resists feedback for improvement.	Attempts to understand and support others' views and experiences differing from one's own. Receptive to feedback for improvement.	Sensitive to others' views. Checks understanding of what others say. Takes collegial stands. Appreciates and acts on feedback for improvement.
<b>Demonstrates professional demeanor in diverse class and field settings D</b>	No sensitivity to surroundings. Impolite and rude. Little seriousness of purpose in class and field.	Conducts appropriate to surroundings. Polite in diverse settings. Seriousness of purpose in field, and in class.	Treats others respectfully, professionally. Seriousness of purpose. Sensitive to respectful of surroundings.
<b>Demonstrates academic integrity in class work SJ</b>	Cheats or plagiarizes. No respect for one's own work or work of classmates, students or other professionals.	Consistently demonstrates academic integrity. Cites sources. Respects own work, and work of others.	Consistently demonstrates academic integrity. Respects own work, and is supportive and respectful of the work of others.
<b>Fair, compassionate in classroom and field SJ</b>	Biased or insensitive to fellow candidates, students school personnel, parents and college peers and professors.	Treats fellow candidates, students, school personnel, and parents in the field and college classroom with equity and sensitivity	Shows respect for people in the field and college classroom. Advocates for fairness.

Department of Education, Regis College Teacher Education, 2007

**Observation Protocol for Evaluating Teachers of Second Language Learners**

<b>Observation of</b> _____		<b>Date</b> _____		
<b>Before the lesson begins</b>				
<b>Content objectives and daily class activities clearly stated</b>	<input type="checkbox"/> <b>Not observed</b> No content objective or activities are given to students.	<input type="checkbox"/> <b>Developing</b> Teacher orally states the objective and the activities of today's lesson  <b>or</b> Teacher has the objective and activities written down but does not explicitly point it out to students.	<input type="checkbox"/> <b>Proficient</b> Teacher has a daily agenda written on the board.  The content objective and activities are written in the agenda.  Teacher points out the objective and activities to the student and reads them to the students.	<input type="checkbox"/> <b>Advanced</b> Same as Proficient  <b>and</b> Teacher explains the activities of the day and how they relate to the content objective.
	<input type="checkbox"/> <b>Not observed</b> Key vocabulary is not written or stated for the students.	<input type="checkbox"/> <b>Developing</b> Teacher has a list of the key vocabulary written on board or overhead.  Teacher goes over each term orally.	<input type="checkbox"/> <b>Proficient</b> Teacher has a list of the key vocabulary written on board or overhead.  Teacher goes over each term orally and provides a visual.  Before the lesson begins, the teacher makes sure that students understand each term.	<input type="checkbox"/> <b>Advanced</b> Same as proficient  <b>and</b> As the lesson progresses, the teacher highlights the key vocabulary when it is referred to.
<b>During the Lesson</b>				
<b>Explicitly links new concepts to past learning</b>	<input type="checkbox"/> <b>Not observed</b> Teacher does not ask students about prior learning around the subject	<input type="checkbox"/> <b>Developing</b> The teacher asks students what they know about the topic.	<input type="checkbox"/> <b>Proficient</b> The teacher asks students what they know about the topic and records students' answers in a KWL or graphic organizer.	<input type="checkbox"/> <b>Advanced</b> Same as proficient  <b>and</b> The teacher asks students to make connections between new concepts and the students' background knowledge.  The teacher makes explicit statements during the lesson to connect new concepts with what students have already studied

<p><b>Uses a variety of techniques to make the content concepts clear</b></p>	<p><input type="checkbox"/> <b>Not observed</b> The teacher works in a lecture style or teaches without any modification of language or strategies.</p>	<p><input type="checkbox"/> <b>Developing</b> The teacher writes key concepts on the board as he/she teaches them.</p> <p>The teacher sometimes writes students' answers to questions on the board.</p> <p>The classroom environment is comfortable and students are able to take risks.</p> <p>Every key concept if presented visually.</p> <p>Activities such as drama, art or movement are used to reinforce key concepts.</p>	<p><input type="checkbox"/> <b>Proficient</b> The key concepts and questions are written and spoken.</p> <p>The teacher presents the content in a variety of ways to meet various learning styles.</p> <p>Student participation is written and spoken for all to see.</p> <p>The teacher modifies his/her speech when working with SLL students (speaks slowly, clearly, without slang or idioms).</p> <p>The classroom environment is comfortable and students are able to take risks.</p> <p>Every key concept is presented visually, orally, and written.</p> <p>Activities such as drama, art, or movement are used to reinforce key concepts.</p> <p>The teacher uses graphic organizers to help categorize and organize material for the students.</p> <p>The teacher engages students in meaningful activities that integrate lesson concepts with language skills (reading, writing, speaking, listening).</p>	<p><input type="checkbox"/> <b>Advanced</b> Same as proficient</p> <p style="text-align: center;"><b>and</b></p> <p>Teacher allows monolingual students to complete work in their L1 or through drawings and the visual arts.</p> <p>All key concepts are presented orally, written, and visually.</p> <p>All directions are presented orally, written and modeled.</p> <p>Teacher makes connections between key vocabulary terms, key concepts, as the lesson progresses.</p>
<p><b>Explains academic tasks clearly</b></p>	<p><input type="checkbox"/> <b>Not observed</b> Students are confused by the directions for academic tasks or by the homework assignments.</p>	<p><input type="checkbox"/> <b>Developing</b> Directions are explained to students either orally or written.</p>	<p><input type="checkbox"/> <b>Proficient</b> All directions are written, spoken, and modeled.</p> <p>The teacher makes frequent contact with SLL students to make sure they understand the academic task.</p>	<p><input type="checkbox"/> <b>Advanced</b> Same as proficient</p> <p style="text-align: center;"><b>and</b></p> <p>All activities are modeled and examples of completed activities are shown to students.</p>

<p><b>Uses a variety of questioning techniques including those that promote higher-order thinking.</b></p>	<p><input type="checkbox"/> <b>Not observed</b> Teacher uses the IRF sequence and does not allow sufficient wait-time for students to participate</p>	<p><input type="checkbox"/> <b>Developing</b> Teacher asks SLL students a variety of questions including higher-order questions.</p>	<p><input type="checkbox"/> <b>Proficient</b> Teacher asks SLL students a variety of questions including higher-order questions.  Teacher provides sufficient wait-time (3-5) seconds for SLL students to participate.  Teacher provides follow-up responses to SLL students to encourage elaborate answers.</p>	<p><input type="checkbox"/> <b>Advanced</b> Same as proficient  <b>and</b>  Teacher has a variety of activities that encourage the participation of SLL students such as group work around critical questions or time to write out the answer to higher-order questions before participating.  Teacher has higher-order questions written out for students to answer both written and verbally.</p>
<p><b>Allows opportunity for clarification in the L1</b></p>	<p><input type="checkbox"/> <b>Not observed</b> Teacher does not allow students to speak in their L1 during class.</p>	<p><input type="checkbox"/> <b>Developing</b> Teacher allows students to speak in their L1 sometimes during class.</p>	<p><input type="checkbox"/> <b>Proficient</b> Teacher creates groupings where students can clarify the content and work on the subject matter in their L1.</p>	<p><input type="checkbox"/> <b>Advanced</b> Same as proficient  <b>and</b>  Teacher allows monolingual students to complete homework in their L1.  Teacher looks for participation from all students, even those who can only participate in their L1.</p>
<p><b>Culturally relevant classroom</b></p>	<p><input type="checkbox"/> <b>Not observed</b> The teacher makes no reference to cultures represented in the classroom. The only culture represented through the lessons and through discussions is the dominant culture.</p>	<p><input type="checkbox"/> <b>Developing</b> The teacher makes reference to important people who are of the same cultures as those represented in the classroom.  There is some evidence of representation of diverse cultures in the classroom.</p>	<p><input type="checkbox"/> <b>Proficient</b> The teacher systematically includes materials and curriculum that are relevant to the cultures represented in the classroom.  Underrepresented groups are presented in manners that value and empower the culture.  There is ample evidence of representation of diverse cultures in the classroom.</p>	<p><input type="checkbox"/> <b>Advanced</b> Same as proficient  <b>and</b>  The classroom is a safe environment where all voices and opinions can be heard and valued.</p>

<b>After the lesson</b>				
<b>Review of key vocabulary and key concepts</b>	<input type="checkbox"/> <b>Not observed</b> Teacher does not review the key vocabulary or concepts.	<input type="checkbox"/> <b>Developing</b> Teacher orally reviews the key vocabulary and key concepts of the lesson.	<input type="checkbox"/> <b>Proficient</b> Teacher returns students' attention to the key vocabulary and key concepts.  Teacher either reviews the key vocabulary and concepts or asks students what they have learned about each one.	<input type="checkbox"/> <b>Advanced</b> Same as proficient  <p style="text-align: center;"><b>and</b></p> Teacher writes down the review answers or what students have learned about the vocabulary and concepts.  The homework assignment incorporates the key vocabulary and key concepts learned.



## **TEACHER WORK SAMPLE (TWS)**

### **RATIONALE:**

- **CDE Performance-Based Assessment Requirement for all Teacher Licensure Programs**

### **TEACHER CANDIDATE ASSESSMENT**

- **In order to assess proficiency in the Colorado Model Performance-Based Standards for Teachers, Teacher Candidates must demonstrate those proficiencies in classroom field settings.**
- **The Teacher work Sample is a written and performance-based assessment that demonstrates teacher candidate proficiency for the Performance-Based Standards for Teachers. *All candidates must score proficient or advanced on all Performance-Based Standards for Teachers.***

### **PURPOSE:**

- **To help preservice teachers learn to think reflectively about content, instruction, assessment, management of the learning environment, differentiation, technology, communication, and professionalism.**
- **To help preservice teachers to integrate content standards-based curriculum, to implement differentiation instruction to meet a variety of student needs, and to apply effective assessment of learning.**
- **To help preservice teachers apply decision-making processes that lead to using the “best practices” in instruction and behavior management.**
- **To give preservice teachers practice in obtaining data concerning their effectiveness in fostering student learning.**
- **To help preservice teachers demonstrate, document, and analyze their effectiveness in fostering learning gains.**
- **To help preservice teachers to become quality instructors.**

## **PROCEDURES AND GENERAL INFORMATION REGARDING THE TEACHER WORK SAMPLE (TWS)**

- 1. The Teacher Work Sample is to be completed during the first rotation of student teaching and must be handed in November 15 for the fall semester and April 15 for the spring semester. The portfolio is also due at this time.**
- 2. The Teacher Work Sample Design Outline, Planning Guide, and Evaluation Tools are found in the Teacher Work Sample section of the Portfolio Notebook that teacher licensure candidates purchase at the beginning of the semester that they are enrolled in ED 306.**
- 3. Teacher candidates plan, write and teach a 2 week unit (at least 10 hrs of teaching) that fits curriculum requirements and students' assessed needs. Teacher candidates write detailed plans (using the departmental Instructional Planning Guide) for 2 days within the unit.**
- 4. During ED 418 A or B for elementary licensure, and ED 421-433 for secondary licensure, candidates, will complete a mini-TWS.**
- 5. The evaluation of the TWS has both a Written Assessment and a Performance Assessment. The Written Assessment of the TWS will be completed by the Regis College Student Teacher Supervisor and by a Regis College Department of Education faculty member. Teacher licensure candidates must score either Advanced or Proficient on the Written Assessment. If a discrepancy occurs, a third reader from the Regis College Education Department will read and complete the written assessment for the TWS. In this case, the majority decision will be the final Written Assessment. The Performance Assessment of the TWS will be completed in the field by both the Cooperating Teacher and the Regis College Student Teacher Supervisor. Teacher licensure candidates must score Advanced or Proficient on the Performance Assessment of the TWS. Forms for both of these assessments are contained in the TWS section of the Portfolio Notebook.**
- 6. Training will be provided each semester for both the Regis Student Teacher Supervisors and the Cooperating Teachers for the Performance Assessment portion of the TWS.**
- 7. If a teacher licensure candidate scores below Advanced or Proficient on the TWS in either the Written Assessment or the Performance Assessment, they will need to rework and/or reteach the unsatisfactory sections of the TWS.**

## **Regis College Department of Education Teacher Work Sample Assessment Guidelines**

Assessment of the Teacher Work Sample includes both a written assessment as well as a performance assessment. The assessments are completed collaboratively by both faculty in the schools and faculty in Regis College. The documentation of the assessments include:

1. Written Assessment
  - a. Checklist for Teacher Work Sample (to be completed by Department of Education Faculty)
  - b. This will be filled out when the TWS is submitted to the Regis College Department of Education on November 15 (fall semester) or April 15 (spring semester)
  
2. Performance Assessment
  - a. Two coaching forms (to be completed by the Cooperating Teacher)
  - b. One Regis College Observation Evaluation (to be completed by Student Teaching Supervisor)
  - c. These three forms will be completed during the teaching of the TWS unit and will be turned in with the TWS on November 15 (fall semester) or April 15 (spring semester)

All Teacher Licensure Candidates must score Proficient or Advanced on both the performance and written assessments to pass the TWS.

- **Advanced:** At this level, the work is both exceptional and memorable. Distinctive and unusually sophisticated problem solving approaches and solutions characterize it. All the daily lesson plans are thorough, and include all aspects of the lesson planning guide. It is clear that the preservice teacher understands the importance of effective planning based on evidence presented. Reflection on the work is evident after each lesson and there is evidence of change based on personal reflections throughout the unit. Actual student work samples are included and used to clearly document the effectiveness of the instruction. Statistical evidence clearly documents student achievement of the standards indicated. There is clear evidence that the preservice teacher has planned instruction to meet the diverse strengths and needs of the students. Each TWS section is clearly indicated, typed, and preceded by a cover pages per the guidelines. The work is professional, attractive, and easily understood. Creativity is also evident.
  
- **Proficient:** The work at this level demonstrates that the preservice teacher understands and can implement knowledge about lesson planning and diverse student needs. All the daily plans include all aspects of the lesson planning guide. Reflection on the work is evident throughout the unit and there is evidence of change based on personal reflection. Student work samples are included to document the effectiveness

of the teaching. Statistical evidence documents student achievement of the standards indicated. The work is put together well, with all sections labeled, typed and preceded by a cover page as per the guidelines. It is professionally presented. This is the level expected of well-prepared first year teachers.

- Developing: Aspects of the TWS are not complete. The work demonstrates that the preservice teacher is able to begin demonstrating, with assistance, the importance of planning and evaluating teaching performance. Personal reflections are not critical and do not show evidence of change. The lesson plans may not be complete. Actual student work samples are not used effectively to document student learning. There is not a clear link between the statistical analysis and student learning, the reflections, and the lesson planning. Application of the rationale of the TWS has not been demonstrated or documented. At this level of performance, the preservice teacher does not meet the level of expectations needed to pass the TWS.

**REGIS COLLEGE**

Written Assessment Checklist for Teacher Work Sample

<b>COMPONENT PARTS</b>	<b>D</b>	<b>P</b>	<b>A</b>	<b>COMMENTS</b>
<b>I. UNIT TOPIC AND RATIONALE</b>				
❖ Content area				
❖ Grade level				
❖ Amount of time				
❖ Relevancy				
<b>II. STANDARDS, GOALS, AND OBJECTIVES</b>				
❖ Identifies 3-5 specific standards				
<b>III. CONTEXT</b>				
❖ Community				
❖ District				
❖ Classroom diversity				
❖ Ethnicity				
❖ Free and reduced breakfast/lunch programs				
❖ Title programs				
❖ After school programs				
❖ Parent involvement				
❖ Business partnerships				
❖ School volunteer program				
❖ State grading				
<b>IV. INTEGRATED INSTRUCTIONAL AND ASSESSMENT PLAN</b>				
❖ Pre-assessment(s) and post-assessment(s)				
❖ Formal and informal assessment				
❖ Formative and summative assessment				
❖ Assessments aligned with identified objectives				
❖ Includes assessment pieces from several students				
❖ Basic calendar layout of unit/day 1, day2/ timeline layout				
❖ Lists content areas integrated within unit (logical connections)				
❖ Includes materials & resources to be used				

<b>V. INSTRUCTIONAL PLAN</b>				
❖ Minimum of 10 daily lesson plans				
❖ Objectives aligned with Colorado Model Content Standards				
❖ Objectives are measurable				
❖ Lessons based on pre-assessment knowledge				
❖ Unit is developmentally sequenced and cohesive				
❖ Written lesson plans follow the Regis Lesson Plan Guide				
❖ Six or more instructional strategies are identified and demonstrated				
❖ Lessons show cross-curricular integration				
❖ Culminating activity				
❖ Varied resources				
❖ Parent communication				
<b>VI. ASSESSMENT PLAN</b>				
❖ Pre and post assessments are aligned with objectives				
❖ Pre and post assessments are measurable				
❖ Pre and post assessments utilize clearly stated scoring rubrics				
❖ Student errors and gains are identified, recorded, analyzed and used for future planning				
❖ Pre and post assessment results are calculated statistically and displayed graphically				

<b>VII. ADJUSTED AND IMPLEMENTED INSTRUCTIONAL PLAN</b>				
❖ Detailed description of specific adaptations for specific students disaggregate groups based on pre-assessment results and other assessments				
❖ Specifically describes and justifies daily differentiation to enhance student learning of each special needs student and /or group				
❖ Application of multiple intelligences, learning styles and matching the intellectual , emotional, and social level of students to increase and modify learning				
❖ Application of effective classroom management principles which support academic achievement				
❖ Evidence of feedback to students regarding educational progress (document)				
<b>VIII. INTERPRETATION AND REFLECTION</b>				
❖ In essay format, reflect on the implications of the results of the data analysis of the pre and post assessment with respect to instruction, conclusions about the effectiveness of teaching, reflection on teaching practice (strategies, adjustments, classroom management)				
❖ Discussion of what student would do differently for future teaching of the unit,				

overall experience, and personal growth.				
❖ Displays statistically the learning growth of students				
❖ Attaches student work as examples to show interpretation and reflection.				
<b>IX. OVERALL ORGANIZATION AND PRESENTATION</b>				
❖ Components: title page, table of contents, description of setting, rationale, district/state standards, goals, objectives, pre and post assessments, critical statistical analysis of pre and post assessments, daily lesson plans, attached teaching materials, student work, resources , reflective essay				
❖ TWS is presented in a looseleaf notebook with tabs to indicate sections				
❖ Disk of TWS is submitted Education Department				
❖ Two coaching forms (completed and signed by cooperating teacher ) included				
❖ Regis College Observation Evaluation (completed and signed by Student Teaching Supervisor) included				



Student Teacher Name \_\_\_\_\_

Overall Rating:	<b>PASS</b>	<b>NOT PASS</b>
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Additional Comments:

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Regis College Department of Education Faculty Signature \_\_\_\_\_ Date \_\_\_\_\_

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Regis College Department of Education Chair Signature \_\_\_\_\_ Date \_\_\_\_\_

## INSTRUCTIONAL PLANNING GUIDE

**Title of Lesson:**

**Date:**

**Teacher:**

**Grade Level:**

**Subject:**

### I. OBJECTIVES

Students will:

What will students learn during this cycle of lessons (day, week, weeks, month, semester)?

Standards and Benchmarks Addressed

What content standards are you addressing?

Student Demonstration of Objectives According to a Rubric

What are the specific tasks students will do to demonstrate they are learning what you are teaching?

(display your rubric in “Assessment” section)

### II. RELEVANCY

Why is this lesson, cycle of lessons, or unit significant for you to teach and students to learn?

### III. DURATION

If your instruction spans more than a one-day lesson, provide a time line of your cycle of lessons or unit displaying the topics you will teach on each day.

### IV. MATERIALS / APPROACHES USED

As you plan for diverse students with diverse backgrounds, achievement levels, and learning styles, demonstrate:

- 1) Where in your lesson, cycle of lessons or unit (which day)
- 2) How you will include each of the following:
  - A. Visuals (photographs, technology, graphic organizer, drawings, maps, models, etc.)
  - B. Artifacts or Manipulatives
  - C. Items and/or directions for kinesthetic activity
  - D. Supports: Quality Literature, Student Samples, or Teacher Examples to Support and/or Extend Instruction
  - E. Students talk (student questions, dialogue, responses, ideas, etc.)

Use these items as appropriate or possible in your demonstration.

### V. INTRODUCTION OF THE LESSON

Demonstrate the frontloading you will do with your students and how you will differentiate for students with any special needs.

### VI. MODELING

Be specific in your written Plan and in your demonstration about the specific steps your modeled lesson includes and what differentiation your students will require.

## **VII. GUIDED PRACTICE**

Demonstrate the specific steps you will take to guide students' practice of the learning objectives and what differentiation students require.

## **VIII. INDEPENDENT PRACTICE and GUIDED SMALL-GROUP INSTRUCTION**

Demonstrate what students will be doing on their own to practice the learning objectives independently.

Also demonstrate what you will do with students in a small group.

How will you differentiate to meet students' specific needs?

## **IX. ASSESSMENT RUBRIC**

Display how you will score each demonstration that students perform to reach the learning objectives.

## **X. CLOSURE**

Demonstrate how you will bring the lesson, cycle of lessons, and/or unit to a close in a way that recaps the learning.

## **XI. NEXT STEPS**

Demonstrate what teaching you will do to prepare students for the next lesson, cycle of lessons, or unit based on your assessment of their learning needs.

## **XII. REFERENCES**

Students' Resources (fiction and nonfiction books, Internet sources, magazines, other)

Professional Resources

## **XIII. DESCRIPTION & ANALYSIS OF YOUR TEACHING AND STUDENTS' LEARNING**

Describe and analyze:

- What was effective about your teaching as evidenced by students' learning
- How you could improve your teaching to increase students' learning

## Coaching Conversation Guide

Student Teacher Name \_\_\_\_\_

Lesson Title \_\_\_\_\_

### **PLANNING CONVERSATION:**

- Stated purpose/goal/outcome for the lesson:
  
- How will you know if you are successful? How will you know students “got it”?
  
- Anticipate the approaches/strategies you will use in your teaching.
  
- What is your personal learning focus? What are you working on in your teaching?
  
- What data do you want collected? What feedback would you like?

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### **DURING THE LESSON:**

- Observations/data (use back as needed):

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### **REFLECTING CONVERSATION:**

- Strategies that worked:
  
- Challenges:
  
- New learning(s):
  
- Next steps, including ways to stay focused on new learning(s):

**Regis College**  
**Supervisor's Observation Evaluation for Student Teachers**

Student Name \_\_\_\_\_ School \_\_\_\_\_ Grade \_\_\_\_\_

Cooperating Teacher \_\_\_\_\_ Date \_\_\_\_\_ Time \_\_\_\_\_

University Supervisor \_\_\_\_\_ Observation# \_\_\_\_\_

1=Basic 2=Developing 3=Proficient 4=Advanced

(Please see Attached Rubric for Definitions)

**1. LESSON PLANNING - STANDARDS 1.1, 1.5, 2.2, 3.1, 3.3, 3.4, 3.5, 3.6, 3.8, 4.1, 4.2, 4.3, 4.4**

	1	2	3	4
Lesson Planning format is complete Lesson plan must be attached				
Plan is driven by student assessment				
Lesson Plan relates to content standard: list standards				
Lesson includes clear explanation of benchmarks and rubrics for students				
Addresses individual differences:				
Integrates the curriculum				
<b>Lesson includes planning for individual differences:</b>				
a. Provides scaffolding for ELL students				
b. Makes accommodations/modifications for students with IEPs				
c. Provides extensions for advanced and G/T students				
d. Content/skills are taught to meet a variety of learning styles				

**2. PRESENTATION OF LESSON – STANDARDS #4 AND #6**

	1	2	3	4
Teacher demonstrates command of subject				
Instruction supports stated standards and rubrics				
Appropriate pacing of lesson				
Clear and motivating introduction				
Instruction reflects plan				
Materials are ready and organized				
Teacher checks for understanding before independent practice				
Spontaneously adjusts instruction to individual needs				
Lesson has closure				

**ATTACHMENTS TO ACCOMPANY THIS OBSERVATION EVALUATION**

1. Lesson Plan, including assessment – optional
2. Student Teacher's Reflection on Lesson

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**3. CLASSROOM MANAGEMENT – STANDARD #5**

	1	2	3	4
Maintains a classroom conducive to learning				
Uses effective management techniques				
Teacher and students are on task				
Effectively uses non-verbal strategies				
Closely monitors behavior of all students				
Minimal time is spent on behavioral management				

**4. VERBAL/NONVERBAL COMMUNICATION – STANDARDS #4 AND #5**

	1	2	3	4
Communication is open and supports student learning				
Teacher and students use effective listening skills				
Uses clear and concise oral and written language				

**5. RAPPORT WITH STUDENTS – STANDARD #8**

	1	2	3	4
Rapport enhances learning				
Is sensitive to the needs, interests, and capabilities of each child				
Builds trust and respect with class and individual students				
Encourages positive communication between, and among, students				
Displays an attitude that reflects enjoyment in working with students				

**6. GRAMMAR, LANGUAGE, SPELLING, USAGE – STANDARDS #4, 5.9**

	1	2	3	4
Uses proper grammar, etc.				
Spells Correctly				
Builds trust and respect with class and individual students				
Models appropriate grade level handwriting skills				
Consistently edits oral and written languages				

**7. ASSESSMENT – STANDARD #3**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Assessment is clearly aligned with lesson objectives				
Assessment measures growth and areas for reteaching				
Instruction is based on assessment of student needs				

**COMMENTS:**

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**Regis University Supervisor** **Date**

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**Student Teacher** **Date**

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**Cooperating Teacher** **Date**

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