

GENERAL INFORMATION OVERVIEW

Student teaching is the beginning of a career as a professional teacher. Teacher Candidates will have the opportunity to apply their knowledge of pedagogy and child development as they instruct students. The relationships they create will illustrate the important place a teacher has in the lives of students. The daily responsibilities will include planning and delivering instruction as well as managing and assessing students. Balancing all of this in real time is rewarding and challenging.

It is important that this is a period of growth for the Teacher Candidate and his/her students. The support system includes the Cooperating Teacher and the University Supervisor, who both work together to help the student grow as a teacher and support pupil learning. The handbook will explain the distinct roles of each individual during student teaching.

If there is a question that has not been addressed in the handbook, please consult the Office of Student Teaching (studentteaching@regis.edu).

THE HANDBOOK INCLUDES THESE SECTIONS:

- General Information
- Teacher Candidate Information
 - Additional Information for Special Education
- Cooperating Teacher Information
- University Supervisor Information

STUDENT TEACHING INFORMATION

KEY TERMS USED IN THIS HANDBOOK

Cooperating Teacher: A professional educator who holds the same license as the candidate is pursuing and invites the Teacher Candidate into the classroom for the state-required teaching experience prior to licensure.

Professionalism in Education: A two credit hour course that occurs concurrently with student teaching with a focus on professional reflection.

TaskStream: An online portfolio program that includes required forms and documents for each student. Only students, instructors and University Supervisors are responsible for uploading documents and data into this portfolio.

Teacher Candidate: The Regis student who is completing requirements for teacher licensure through the professional experience of student teaching.

Teacher Candidate Evaluation Process: The evaluation and coaching process, including conference questions and observation rubrics, which result in a mid-term and final evaluation. General education Teacher Candidates are evaluated on five standards while special education Teacher Candidates are evaluated on six standards.

University Supervisor: The representative of Regis University who will oversee and evaluate the Teacher Candidate's experience and performance.

The Office of Student Teaching: The University personnel who oversee all aspects of student teaching from application to licensure completion.

Please email studentteaching@regis.edu or call 303-964-5383 with any questions.

Work Sample: A unit of study including 8-12 individual lesson plans.

STUDENT TEACHING TIME REQUIREMENT

- A Teacher Candidate is required to meet a minimum of 600 contact hours (16-18 consecutive weeks, or 80 consecutive full time days).
- There is no need to record the contact hours on the Field Experience Log.
- The Teacher Candidate may be asked by the school to complete the entire semester (18

weeks) beyond the Regis expectation. It is expected that the Teacher Candidate follow the start and end dates indicated on the Placement Confirmation Letter.

- Students must begin their student teaching assignment prior to or on the first day of the Regis University semester.
- Contact hours, by Regis definition, are regular classroom hours, parent-teacher conferences and other teacher contract days.
- More than two absences may necessitate an extension of the student teaching experience.
- Preparation time at home, tutoring time after school and involvement with extracurricular activities will not count toward required student teaching hours.
- Secondary: The student teaching experience should include no more than three separate class preparations.
- Teacher Candidates are expected to be at school for at least the hours required for contract teachers and to participate in required faculty activities such as faculty meetings.
- Student teaching is not compatible with holding down another job, as Teacher Candidates will be doing preparation on evenings and weekends.

THE STUDENT TEACHING TRIAD -- ROLES


There is always something to learn about the art of teaching. Successful teachers are reflective and willing to grow throughout their careers. The student teaching triad encourages professional discussion to support the growth of the Teacher Candidate and begin the process of self-reflection about teaching.

The Teacher Candidate, Cooperating Teacher, and University Supervisor are each important members of a professional triad focused on student learning. This triad will have many productive discussions about teaching and learning. To make these conversations productive, it is important to honor the unique perspective of each of the members. All conversations should be honest and focused on student learning.

THE STUDENT TEACHING TRIAD – ROLES

	Teacher Candidate	Cooperating Teacher	University Supervisor
Focus	<ul style="list-style-type: none"> Increase student learning Promote growth of Teacher Candidate 	<ul style="list-style-type: none"> Increase student learning Promote growth of Teacher Candidate 	<ul style="list-style-type: none"> Increase student learning Promote growth of Teacher Candidate
Description	<ul style="list-style-type: none"> Novice teacher with current knowledge of pedagogy 	<ul style="list-style-type: none"> Successful teacher with daily availability and knowledge of specific site 	<ul style="list-style-type: none"> Successful teacher with perspective from many teaching situations
Roles	<ul style="list-style-type: none"> Willing to learn and grow Respect the perspective and expertise of members of the triad Observe classroom to identify best practices Plan and teach lessons Reflect upon the effectiveness of work Be open to receiving and responding to feedback and differing perspectives Self-evaluate 	<ul style="list-style-type: none"> Willing to learn and grow Respect the perspective and expertise of members of the triad Communicate with the Teacher Candidate daily, providing suggestions about the art and science of teaching specific to your content and grade level Observe Teacher Candidate and provide specific feedback Provide opportunities for Teacher Candidate to discuss self-reflection Provide suggestions in areas in which the Teacher Candidate could benefit from resources Evaluate 	<ul style="list-style-type: none"> Willing to learn and grow Respect the perspective and expertise of members of the triad Communicate with the Teacher Candidate, providing suggestions about the art and science of teaching Observe Teacher Candidate (approx. 7 times) and provide specific feedback Provide opportunities for Teacher Candidate to discuss self-reflection Provide suggestions in areas in which the Teacher Candidate could benefit from resources Evaluate Determine final grade and input evaluation data into TaskStream

PHASES OF STUDENT TEACHING



INITIAL MEETING

- Teacher Candidate is responsible for contacting the Cooperating Teacher and University Supervisor to arrange a meeting prior to the beginning of student teaching. The Office of Student teaching will provide contact information via the official confirmation letter from the university via email to the University Supervisor, Cooperating Teacher, and the Teacher Candidate. Please contact the Office of Student teaching if unable to access the University Supervisor.
- The initial meeting will be devoted to establishing the overview for the semester, expectations and completing the required forms.
- In the case of a split student teaching assignment, there will be a second initial meeting at the beginning of the second assignment.
- During the first days of student teaching, the Teacher Candidate should become oriented to the school in which s/he will work by making an effort to peruse the school and district websites to become acquainted with the school policies and procedures, including:
 - School schedule
 - Contract hours for teachers
 - Policies for use of technology and social media
 - School personnel
 - Policies for pupil behavior
 - Policies for teacher behavior, including alcohol and drug use and sexual harassment
 - Emergency procedures
 - Resources available at the site, including technology
- Remember that it is the Teacher Candidate’s responsibility to be knowledgeable of the policies and be in accordance with those policies.

ORIENTATION TO CLASSROOM

- Before beginning the student teaching experience, the Teacher Candidate and Cooperating Teacher will meet to discuss:
 - The basics of the classroom and pupils
 - The goals for the student teaching experience
 - The times of regularly scheduled meetings
 - The specific policies that will be implemented and classroom rules that will be followed
 - Information about specific students, including IEPs, ILPs, 504, ELLs, and health concerns
 - The Teacher Candidate's role in working with special education teachers and paraprofessionals
 - The way pupils will address the Teacher Candidate
 - The Teacher Candidate's introduction to the parents and role in communicating with them
 - The contents of the work sample and the timing of teaching it

INITIAL DAYS

- Teacher Candidates typically begin the semester by observing and helping in the general work of the classroom. This might include preparing resources, individual tutoring, grading, handling the opening and closing activities, developing and presenting single lessons, working with small groups, and leading the class for short periods of time.
- During this first stage, the Cooperating Teacher may occasionally leave the room, but will most often be in the classroom observing and providing feedback.
- During this time, the Teacher Candidate will get to know the pupils and be introduced to their parents.

INITIAL LESSONS

- The Teacher Candidate will take over more of the planning and presentation of lessons after gaining experience in the classroom. During this time, the Cooperating Teacher may use his or her time to work with individual students or small groups.
- This will usually mean starting with one subject or class, and gradually increasing the number of subjects, preparations or classes.

TAKING MORE RESPONSIBILITY

- The Teacher Candidate will be given more responsibility as s/he becomes a more effective teacher. While the Cooperating Teacher may still be in the classroom for a great deal of the time, the Teacher Candidate should be teaching more independently.
- This transitional period is a time where, when things are going well, the following can be expected of the Teacher Candidate:
 - Classroom management will become more effective.
 - Pacing of lessons will be more efficient.
 - Lessons will be individualized based on pupil need.

**SOLO
TEACHING**

- Typically, the Teacher Candidate will be responsible for most of the class day after 5 or 6 weeks. When the Cooperating Teacher feels comfortable leaving the Teacher Candidate in charge of the class, the Solo Teaching experience will begin.
- During the Solo Teaching phase, the Teacher Candidate will work as the sole teacher in the classroom for the entire school day. The Cooperating Teacher may come in and out of the classroom but should not be an active participant.
- The goal of the Solo Teaching period is for the Teacher Candidate to demonstrate readiness to lead a classroom.
- The solo period generally lasts at least 4 weeks and does not last more than 6 weeks.
- Students doing split assignments will have two shorter Solo Teaching periods. Other exceptions may be made due to school policies regarding the Solo Teaching period.

OR

CO-TEACHING

- Typically, the Teacher Candidate is observing the classroom for the first week or two. During this time, the Teacher Candidate should be collaborating with the Cooperating Teacher to plan, prepare the classroom for lessons, grade pupil work, etc. When the Cooperating Teacher feels comfortable, s/he will give the Teacher Candidate opportunities to teach small groups and parts of a whole group lesson.
- By the middle of the student teaching term, the Teacher Candidate should be planning and teaching lessons under the guidance of the Cooperating Teacher. They might both teach parts of the lesson, or the Teacher Candidate might teach the entire lesson under the supervision of the Cooperating Teacher.
- The goal of the Co-Teaching model is to provide the Teacher Candidate a realistic teaching experience (planning, teaching, reflecting, assessing student work, etc.) while the control of the classroom stays with the Cooperating Teacher.

**FINAL
TRANSITION**

- After the Solo or Co-Teaching period, the Cooperating Teacher will take over responsibility for the class or classes. The role of the Teacher Candidate will revert to that of a partner in the classroom.
- The Teacher Candidate may use this time to observe other classrooms.
- Even though the Teacher Candidate may not be teaching for the full day, s/he is expected to be at the school for the full day.

EVALUATION OF THE TEACHER CANDIDATE'S PERFORMANCE

GRADING

- Student teaching is a PASS/FAIL course. A passing grade for the course requires the following:
 1. Performance at the level of proficient or above on the student teaching criteria outlined and defined in the Teacher Candidate Observation Rubric and documented on the Student Teaching Evaluation Scoring Form.
 2. Performance at the level of proficient or above on the Work Sample Evaluation Rubric/Work Sample Scoring Form.
 - The primary evaluator is the University Supervisor, with significant input from the Cooperating Teacher. The University Supervisor will recommend the grade for the course to the Office of Student Teaching.
 - Following the submission of the final grade and completion of all gates in TaskStream, the Office of Student Teaching will complete the paperwork required for State licensure.
 - Ratings on the rubrics should not include fraction ratings (i.e.2.5). The Teacher Candidate's rating is based on consistent performance at a given level (Partially Proficient = 2, etc.).
 - The evaluation will be based on the following:
 - Direct observation by the University Supervisor.
 - Feedback from appropriate persons involved in the student teaching placement (eg Cooperating Teacher, Teacher Candidate, team members of Cooperating Teacher, etc.).
 - Submission of lesson plans and other documents, including the Work Sample.
 - Evaluation of the Work Sample, which must be taught, observed, and evaluated with a passing score.
- placement, and the last visit should occur at the conclusion of the student teaching experience.
- Interim visits will include direct observation of performance, at least thirty (30) minutes in duration—from the beginning of a lesson through its closure.
 - At least one of the visits must occur during implementation of the Work Sample.
 - Additional visits may be scheduled as deemed necessary or appropriate by the University Supervisor with approval from the Office of Student Teaching.
 - For split placements, TTE placements, K-12 licensure, added endorsements, or specific state placements, the number of visits may vary. University Supervisors should confer with the Office of Student Teaching with any questions.

EVALUATION FORMS

- The evaluation process includes the use of the following forms:
 - Pre-Observation Conference Questions: These questions may be emailed to the Teacher Candidate prior to the observation. The questions relate to Standard 1 on the Observation Rubric.
 - Teacher Candidate Evaluation Rubric: This rubric is used to chart the Teacher Candidate's performance during a teaching observation, specifically Standards II and III are observed.
 - Post-Observation Conference Questions: These questions will be submitted to the University Supervisor following an observation, either in a conference following the observation or via email. These questions relate to Standard IV of the Evaluation Rubric.
 - Teacher Candidate Evaluation Scoring Form: This form is completed at mid-term and again at the end of the term by the Teacher Candidate, the Cooperating Teacher, and University Supervisor. The University Supervisor will upload these scores into the student's TaskStream account.

ON-SITE VISITS

- For initial licensure, the University Supervisor will conduct approximately seven (7) visits.
 - The initial meeting and final meeting will be held with all three teachers. The first visit should occur during the first week of

OBSERVATION AND EVALUATION REPORTS – MEETING GUIDELINES

Meetings/ Observations	Purpose	Forms to Complete	Forms to Submit
Initial Meeting	<ul style="list-style-type: none"> Complete paperwork and set expectations Review evaluation forms 	<ul style="list-style-type: none"> Learning Contract Student Teaching Agreement Stipend 	Submit to Office of Student Teaching
Interim Observations	<ul style="list-style-type: none"> To observe and evaluate Teacher Candidate's performance 	<ul style="list-style-type: none"> Teacher Candidate Observation Rubric Pre-Observation Conference Questions Post-Observation Conference Questions 	
Midterm Meeting	<ul style="list-style-type: none"> Midterm Evaluation- outline any significant problems that the student must overcome in order to pass the course 	<ul style="list-style-type: none"> Student teaching Evaluation Scoring Form completed by Teacher Candidate, Cooperating Teacher, and University Supervisor 	
Interim Observations	<ul style="list-style-type: none"> To observe and evaluate Teacher Candidate's performance 	<ul style="list-style-type: none"> Teacher Candidate Observation Rubric Pre-Observation Conference Questions Post-Observation Conference Questions 	
Final Meeting	<ul style="list-style-type: none"> Final Evaluation Complete paperwork and provide closure 	<ul style="list-style-type: none"> Student teaching Evaluation Scoring Form completed by Teacher Candidate, Cooperating Teacher, and University Supervisor Work Sample Rubric 	

- Approximately five separate classroom observation and evaluation reports will be in writing, with copies provided for the Teacher Candidate and the Cooperating Teacher.
- The University Supervisor will complete a Teacher Candidate Observation Rubric during each observation visit and give a copy of the rubric to the Teacher Candidate. Following the observations, the University Supervisor will confer with each Teacher Candidate regarding her/his performance. The Teacher Candidate will be responsible to upload this Observation Rubric into her/his TaskStream Account.
- The Teacher Candidate Evaluation Rubric is developed to demonstrate growth; therefore, Teacher Candidates should expect ratings of 'Basic' and 'Partially Proficient' during the first half of student teaching, and ratings of 'Proficient' and perhaps 'Advanced' during the second half of student teaching.
- The Cooperating Teacher, the University Supervisor, and the Teacher Candidate will each complete midterm (formative evaluation) and final (summative) evaluations via the Teacher Candidate Evaluation form.
- These reports will be given to the student at the midterm and final meetings.

MIDTERM & FINAL EVALUATIONS

- The Teacher Candidate will have two formal evaluation meetings during student teaching: a midterm and a final. In both cases, the Teacher Candidate, the Cooperating Teacher, and the University Supervisor will meet to review the Teacher Candidate's progress. Each individual will complete separate evaluation forms and discuss them at this meeting, resulting in target growth areas.
 - The mid-term evaluation meeting (formative assessment) will highlight areas of strength for the Teacher Candidate and target areas for growth.
 - The final evaluation meeting (summative assessment) will summarize the Teacher Candidate's performance.
- If there is any concern that the Teacher Candidate might fail**, the University Supervisor must contact the Office of Student teaching immediately. It is important to offer additional support to the Teacher Candidate to maximize chances for success prior to the final evaluation.

PROFESSIONAL DISPOSITIONS

- The Professional Disposition Form is used throughout the Teacher Education Program to support the Teacher Candidate in knowing and demonstrating those traits

of successful educators. The University Supervisor, Cooperating Teacher, and the Teacher Candidate will complete this form at midterm and at the conclusion of student teaching. The ratings on this form will serve as documentation and support in completing 'Standard V: Demonstrates Professionalism' of the Teacher Candidate Evaluation.

WORK SAMPLE EVALUATIONS AND DOCUMENTATION

- The Work Sample is a compilation of lessons that make up a unit of study, as well as the completed questions related to the unit plan. The Teacher Candidate might begin this work during Methods courses, but it will be completed and taught during student teaching.
- The Cooperating Teacher and University Supervisor will oversee and assist the Teacher Candidate in developing the Work Sample.
- The Cooperating Teacher and the University Supervisor evaluate the Work Sample with a self-evaluation completed by the Teacher Candidate.
- The University Supervisor will upload the data from the Work Sample Rubric to the student's TaskStream account.
- All final documentation will be kept on file for State and/or accreditation review.