
Student Teaching Handbook

For UNC Teacher Candidates, UNC Supervisors, and Cooperating Teachers

K-12 Theatre Education, 2021-22

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COURSE DESCRIPTION

EDFE 444, the K-12 Student Teaching course is designed to provide a program of experiential learning activities in the teacher candidate's content area within an approved school setting and under the supervision and coordinator of UNC Theatre Faculty and school personnel. Emphasis is on the development of competencies in the areas of planning, instructional methods and assessment, use of materials and resources, classroom management and organization, diversity, human relations skills, content knowledge, and the developmental stages of students.

EDFE 444 course activities and field experiences include 16 weeks of supervised student teaching and participation in THEA 490, Student Teaching Seminar. A full student teaching assignment is defined as a minimum of 16 weeks in a school setting from 8 a.m. to 4 p.m. or a similar amount of time that conforms to the host school schedule. During this 16-week period, the student teacher gradually assumes full responsibility for classroom instruction and other school related professional roles. S/U graded.

TEACHER PREPARATION, STATE LEVEL

Rules for Educator Licensing: <https://www.cde.state.co.us/cdeprof/resources>

Colorado Quality Teacher Standards: <https://www.cde.state.co.us/educatoreffectiveness/smes-teacher>

STUDENT TEACHER RESPONSIBILITIES

Please submit all forms in a timely manner; you will not be issued a grade for the course without a complete set of forms. Note that to pass, you must complete 16 weeks of student teaching (missed time must be made-up), score Proficient or above on the last lesson observation form and on the K-12 Theatre Final evaluation. Forms are available on the THEA 490 Canvas shell unless otherwise noted.

Assignments

<u>Assignments/Forms</u>	<u>Where to turn it in</u>	<u>Due on</u>
1. Development Plan and Diversity Field Experience Form	UNC Supervisor	First Visit
2. PDQ (Disposition Rubric) filled out by Cooperating Teacher, UNC Supervisor and Student Teacher.	Submitted on Live Text	Complete by Week 8
3. Work Sample	Already submitted in THEA 385; update as needed	Complete by Week 8
4. Four Lesson Observation Forms completed by the Cooperating Teacher.	UNC Supervisor	End of Each Observation
5. Four Lesson Observation Forms completed by the UNC Supervisor.	UNC Supervisor	End of Each Observation
6. 'Program Completer Survey' evaluation filled out by Cooperating Teacher, UNC Supervisor and Student Teacher.	Submitted on Live Text	End of Finals Week

Student Teacher Expectations

1. **EMAIL or print a copy of this handbook and send or give it to your Cooperating Teacher.**
2. Plan lessons on a daily/weekly basis and submit the plans to the Cooperating Teacher for review and recommendations prior to teaching the lesson. **Lesson plans must be made available to the UNC Supervisor on each visit.**
3. Conform to and comply with the host school and district's rules, policies, and standards of professional behavior.
4. Participate in all of the activities expected of the regular classroom teacher inclusive of arriving and leaving at appropriate times. Call the school and the Cooperating Teacher in the event of illness; missed time must be made up.
5. Attend Theatre Teaching Seminars (THEA 490) on Zoom, on CANVAS.
6. Gradually assume full teaching and related responsibilities (as agreed upon by Cooperating Teacher and UNC Supervisor and in accordance with licensure guidelines).
7. Assume other professional roles in the school (particularly those roles expected of professional educators).

Development Plan

- One of the most commonly asked questions during the student teaching experience has to do with the timing of the teacher candidate's teaching responsibilities. The Teacher Candidate should assume and release teaching responsibilities in a planned, gradual manner. The Student Teaching Development Plan is designed as a "road map" for the teacher candidate to follow during their student teaching experience. It is a specific, week-by-week time line that indicates the teaching duties and other professional duties to be assumed by the teacher candidate during student teaching.
- The Teacher Candidate and the Cooperating Teacher should develop the plan jointly during the first two weeks of the student teaching assignment.
- The plan should be submitted to the UNC Supervisor during the first visit.
- The Theatre Education PTEP faculty recommends the following suggested schedule. Each of the areas may be compressed or extended according to the readiness of the particular Teacher Candidate.

Week 1: Familiarize self with classroom and students; plan with Cooperating Teacher(s); observe management strategies; examine texts and materials; observe/discuss lesson plans; assume some procedural tasks in the classroom; develop the Student Teaching Development Plan.

Week 2: Continue to plan with Cooperating Teacher(s); prepare lesson plans; work with individuals and small groups.

Week 3: Continue to plan and assume some classroom responsibilities, inclusive of teaching planned lessons.

Week 4: Continue to prepare lesson plans and teach lessons daily; continue to add other teaching responsibilities.

Weeks 5-15: Full-time teaching responsibilities are reached.

Week 16: Begin to gradually release responsibilities back to Cooperating Teacher(s).

Student Teaching Development Plan Form

Activities may be compressed or extended according to the Teacher Candidate readiness. Teacher Candidate may require a more extensive week-by-week narrative of student teaching activities.

Week(s) _____ (date):

Week(s) _____ (date):

Week(s) _____ (date):

Week(s) _____ (date):

Week(s) _____ (date):

Week(s) _____ (date):

	Name	Signature	Date
Student Teacher			
Cooperating Teacher			
UNC Supervisor			

Student Teacher's Class Schedule Template

Student Teacher's Name: _____

Cooperating Teacher's Name: _____

School: _____ Semester/Year: _____

Time	Monday	Tuesday	Wednesday	Thursday	Friday

Submit to UNC Supervisor on or before first visit. You may use your own format if more appropriate.

COOPERATING TEACHER INFORMATION

Paperwork

The Teacher Candidate is REQUIRED to provide you with the entire handbook and all needed forms.

Required:

1. Four lesson observation forms, signed by you and the Teacher Candidate. Submit to University Supervisor.
2. Complete PDQ on Live Text by Week 8.
3. Complete Program Completer Survey on Live Text before UNC Finals Week.

Optional/As Needed:

1. Graduate Credit registration If choosing this compensation method (see below).

Cooperating Teacher Compensation

All UNC Cooperating teachers may choose to receive graduate credit for supervising teacher candidates OR a stipend payment. ***Note that this credit cannot be used toward a degree program. It is credit that will appear on an official transcript and is typically used by mentor teachers to make a move up on their district pay scale.***

In addition to either the graduate credit or the stipend payment, mentor teachers may request a verification form used for licensure renewal credit with the State. Contact Lynette Kerrigan, lynette.kerrigan@unco.edu to request this form.

There is no longer a form needed to receive Graduate credit! Please use this link for more details and instruction: <https://www.unco.edu/cebs/teacher-education/mentor-teachers/>

If you do not complete the process to open a UNC Non-Degree Seeking student account and register for the appropriate credit by the deadlines listed below you will automatically receive paperwork to process the stipend payment at the end of the semester. We are sorry, however LATE CREDIT REQUESTS CANNOT BE HONORED.

Credit registration deadlines:

Spring semester hosting, Add Deadline is April 1st

Fall semester hosting, Add Deadline is November 1st

- Prepare for the student teacher by making available art materials and providing him/her with other materials such as class schedules, school bulletins, school handbooks and curriculum guides. Explain methods of keeping attendance, homeroom records, grade and report cards, cumulative folders, and other necessary records. Welcome the student teacher and familiarize him/her with the school building. Introduce the student teacher to the students, principal and other personnel. Allow the student teacher time to visit and observe throughout the school.
- Provide the student teacher a work and study area or space.
- Assist the student teacher in designing a schedule for assuming full responsibility for assigned classes (see Development Plan).
- Schedule weekly conferences with the student teacher to plan and/or discuss progress (impromptu conferences should occur as needed).
- Evaluate the student teacher on a formal basis (see above). Share these evaluations openly with the student teacher.
- Meet/communicate with the UNC Supervisor on a regular basis to assess and discuss the student teacher's progress.
- Provide the student teacher with a letter of reference/recommendation, as appropriate.

UNIVERSITY SUPERVISOR RESPONSIBILITIES

Please immediately alert Dr. Schuttler about any incomplete paperwork or concerns of cooperating teachers or teacher candidates, or any other circumstances which may potentially affect passing grade.

Paperwork

Forms/Paperwork	What to do with it	By this date
Development Plan and Diversity Field Experience Form	Collect from student teacher, evaluate, provide feedback, and ask for revisions if necessary.	During first visit
Four observation forms for each placement supervised by you	Check if Proficient level is achieved in the last observation. Discuss with student teacher and allow them to retain a copy.	Completion of Each Visit
PDQ	Live Text	Complete by Week 8
Program Completer Survey	Live Text	Completion of Placement

STATUS OF STUDENT TEACHER IN COLORADO

Student Teachers may NOT be used as substitute teachers during their student teaching experience. They must be under the direct supervision of their cooperating teacher, another certified professional or substitute teacher.

Colorado law states, as part of the Cooperative Teacher Education Act “22-62-105. Authority and status of student teachers.

(1) 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.

(2) The student teacher, during his practice teaching in a school, shall be deemed an employee of the school district for the purposes of workers’ compensation and liability insurance as provided for other school employees.

POLICY ON PAYMENTS TO STUDENT TEACHERS

Sometimes, cooperating school districts express the desire to employ the student teacher during the student teaching experience. However, student teachers are not permitted to accept payment for a teaching assignment from a district during the time period designated as the “student teaching experience” unless prior approval for extraordinary circumstances has been given by the Coordinator of the K-12 Theatre Education PTEP. In these rare occasions, student teachers still need intensive mentoring and supervision, and cannot be simply used as substitute teachers.