

EDEL 446-016 Literacy Practicum Handbook

#### For UNC Teacher Candidates, UNC Supervisors, and Mentor Teachers

Elementary Professional Teacher Education Program,

 2018-2019

# TABLE OF CONTENTS

 [EDEL 446 COURSE INFORMATION](#_Toc437250851)

 [Course Description 2](#_Toc437250852)

 [Course Goals](#_Toc437250853)  2

 Course Objectives 3

 FRAMEWORK FOR TEACHING 4

 THE TRIAD 4

 ELEMENTARY STANDARD LESSON PLAN & RUBRIC 5

 REQUIRED DOCUMENTS/ASSIGNMENTS 7

 [TEACHER CANDIDATE INFORMATION](#_Toc437250854)

 [Assignments/Requirements](#_Toc437250855)  7

 [Expectations](#_Toc437250856)  8

 [Resources](#_Toc437250857)  8

 Risk Management 8

 [MENTOR TEACHER RESPONSIBILITIES 9](#_Toc437250859)

 [Mentor Teacher Compensation](#_Toc437250861)  9

 [UNIVERSITY SUPERVISOR’S RESPONSIBILITIES 10](#_Toc437250863)

 [LIVE TEXT INFORMATION](#_Toc437250868) 10

 UNC POLICIES 12

 FORMS

  [Professional Disposition Rubric](#_Toc437250858)  13

 Field Assessment Form 16

 Reflection/Self-Evaluation Form 18

 Concern Counseling Procedures 19

 Teacher Candidate Concern Form 20

 RESOURCES 21

# EDEL 446 LITERACY PRACTICUM INFORMATION

**EDEL 446 – Literacy Practicum** (two credit hours) is fifteen weeks of field-based experience in an elementary classroom two days per week under the supervision and coordination of a university supervisor and mentor teacher.

**Prerequisites: 3.0 GPA,** [**EDFE 120**](http://unco.smartcatalogiq.com/en/current/Undergraduate-Catalog/Course-Descriptions/EDFE-Educational-Field-Exp/100/EDFE-120) **or** [**EDFE 125**](http://unco.smartcatalogiq.com/en/current/Undergraduate-Catalog/Course-Descriptions/EDFE-Educational-Field-Exp/100/EDFE-125)**. Co-requisite:** [**EDEL 445**](http://unco.smartcatalogiq.com/en/current/Undergraduate-Catalog/Course-Descriptions/EDEL-Elementary-Education/400/EDEL-445)**.**

**Required Text: none**

EDEL 446 is graded Satisfactory/Unsatisfactory (S/U). To pass the course you must:

* score Approaching or Target on all items on the Professional Disposition Qualities (PDQ);
* score Partially Proficient, Proficient, Accomplished, or Exemplary in all categories of the UNC supervisor’s FAF;
* pass all categories on the online Final Evaluation completed by both the Mentor Teacher and the University Supervisor;
* satisfactorily complete reflective journaling requirements; and
* meet all teacher candidate expectations included in this handbook.

# Course Description

The purpose of the literacy practicum is for teacher candidates to grow more accustomed to classroom settings. Teacher candidates are assigned to one mentor teacher for the duration of the placement. The student will spend two days per week (either M/W or T/TH) for the entire 15 week semester. Students will be evaluated at mid-semester and again at the end of the semester. *Teacher candidates* *may be required to repeat literacy practicum if performance is not proficient – repeated practicums are at the expense of the candidate*. Upon the successful completion of the literacy practicum and other prerequisite requirements, students will be eligible to complete a full 16-week student teaching experience. It is up to the mentor teacher to best determine what responsibilities to give to the literacy practicum student. Some suggestions include: working with small groups, reading aloud, working one-on-one with students, observing, helping plan, etc. The goal for this course in the UNC elementary teacher preparation program is to give students experience in an elementary classroom setting.

# Course Goals

The School of Teacher Education exists to provide quality professional preparation programs for educators in an environment that is inclusive, safe, and committed to equity. In partnership with K-12 schools, faculty members collaborate with teachers and administrators to ensure that future graduates will be:

• representative of the diversity of our nation;

• confident in their knowledge of content and pedagogy;

• able to converse confidently and professionally with parents, administrators, and colleagues;

• scholars and contributing members of the community;

• independent, critical thinkers who make thoughtful decisions; and

• resilient, pragmatic, tough, idealistic, caring, and joyful!

As part of the College of Education and Behavioral Sciences, faculty in the School of Teacher Education contribute to the betterment of society through research, professional service and the preparation of individuals who are skilled lifelong learners capable of working effectively with diverse populations in an evolving global community.

# Course Objectives

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Objectives | InTASC (CAEP) | CO TeacherQuality  | PBSCT 8.02 | CO Literacy5.01 | ACEI | Related Assessment |
| 1. Demonstrate an understanding of the language arts, how they are related, and how to integrate them to create an effective literacy program. | 1, 4, 5, 7 | 1 | 1a,b,d; 2a,b,d | 1a,d;1b,d; 2a,b | 2b, 3a | lesson planning;observations;reflective journaling |
| 2. Know the stages in children’s language and concept development and how to identify and accommodate for factors that impact student literacy learning. | 1, 4, 5 | 2, 3 | 1a,b,d; 2a,b,d | 1a,b,c;2f,h,l; 3a,b,c,v;4a,b; 5b | 1, 2b | lesson planning;observations;reflective journaling |
| 3. Plan, organize, manage, and evaluate effective literacy lessons for all pupils. | 1, 3, 4, 6, 7, 8 | 1, 2, 3 | 1a,b,c,d; 2a,b,c,d |  1a,b,c,d; 2j,k,m,n3c,e,f,v,x; 4g,I; 5a | 1, 2a, 2b, 2l, 3a, 3b, 3c, 3d, 4 | lesson planning;observations;reflective journaling |
| 4. Understanding of literacy processes and skills and the ability to design and apply related instructional strategies. | 1, 4, 5, 7, 8 | 1, 2, 3 | 1a,b,d; 2a,b,d | 1a; 2a,d,f,i,j; 3b,c,d,i; 4a | 1, 2b, 3a, 3b, 3c, 3d, 4 | lesson planning;observations;reflective journaling |
| 5. Demonstrate knowledge of the reading process, ways to teach reading, early and continued reading development, strategies that effective readers employ, and the ability to design and teach lessons related to specific literacy behaviors. | 1, 4, 5, 7 | 1, 2, 3 | 1a,b,d; 2a,b,d | 2c,d,h,j,m; 3a,b,c,d,g,h,i,j,k,l,m,n,o,p,q,v,w; 4a,b,c,d,e,f; 5a,b | 1, 2b, 3a, 3b, 3c, 3d, 4 | lesson planning;observations;reflective journaling |
| 6. Demonstrate an understanding of the writing process, early and continued writing development, and the essentials proficient writers use to communicate and the ability to design and teach lessons on a variety of topics related to writing. | 1, 4, 5, 7 | 1, 2, 3 | 1a,b,d; 2a,b,d | 4g,h,i,j,k,l,m,n; 5a | 1, 2b, 3a, 3b, 3c, 3d, 3e, 4 | lesson planning;observations;reflective journaling |
| 7. Use children’s literature to foster reading interest, teaching literacy, recognizing literary genre, and understanding content area concepts across the curriculum. | 1, 5, 7, 8 | 1, 2, 3 | 1a; 2a | 3c,f,g,i,k,l,m,o,r,s,t | 2b, 2c, 2g, 2i | lesson planning;observations;reflective journaling |
| 8. Demonstrate an understanding of a standards-based language arts program. | 1, 4, 5, 6 | 1, 3 | 1a,b,d; 2a,b,d | 1b,d; 2c,h; 3c,d,f; 5d | 1, 2b, 3b, 3c, 4 | lesson planning;observations;reflective journaling |
| 9. Demonstrate knowledge of how to encourage and teach students and their parents how to apply language arts skills as a vehicle for learning content across the elementary curriculum. | 1, 2, 3, 5, 7, 9, 10 | 1, 3 | 1a,b,d; 2a,b,d | 1b,c; 3f,g,h,i,j,k,l,n,o | 1, 2a-i, 4, 5c | lesson planning;observations;reflective journaling |
| 10. Demonstrate an understanding of how to document assessment of student reading growth. | 4, 6 | 3 | 1a,b,c,d; 2a,b,c,d | 1c,e; 2e,k,n;3e,x; 4m; 5c,d,e | 3b, 3a, 3b, 3c, 3e, 4 | lesson planning;observations;reflective journaling |
| 11. Demonstrate an understanding of the democratic ideal when teaching lessons and managing student activities; respect for the rights of students and their parents. | 3, 9, 10 | 5 | 2d; 4d |  | 3a-d, 5c | lesson planning;observations;reflective journaling; PDQ |
| 12. Demonstrate pride in teaching, appropriate professional behavior, and continued growth as a professional educator. | 9, 10 | 5 | 2d; 4d |  | 5a, 5b, 5c | lesson planning;observations;reflective journaling;PDQ |
| 13. Demonstrate reflective thinking about own effectiveness as a teacher and the willingness to modify lesson planning, teaching, and pupil management to improve instruction for all students. | 9, 10 | 4 | 6 |  | 3a, 3b, 3c, 5a, 5b | lesson planning;observations;reflective journaling;PDQ |

When students have successfully completed this course and all activities, they will be able to:

**The Framework for Teaching – Charlotte Danielson**

The Framework for Teaching is a research-based set of components of instruction, aligned to the InTASC standards, and grounded in a constructivist view of learning and teaching. The complex activity of teaching is divided into 22 components (and 76 smaller elements) clustered into four domains of teaching responsibility:

[**Domain 1: Planning and Preparation**](http://danielsongroup.org/framework/)

1a Knowledge of Content and Pedagogy

1b Demonstrating Knowledge of Students

1c Setting Instructional Outcomes

1d Demonstrating Knowledge of Resources

1e Designing Coherent Instruction

1f Designing Student Assessments

[**Domain 2: Classroom Environment**](http://danielsongroup.org/framework/)

2a Creating an Environment of Respect and Rapport

2b Establishing a Culture for Learning

2c Managing Classroom Procedures

2d Managing Student Behavior

2e Organizing Physical Space

[**Domain 3: Instruction**](http://danielsongroup.org/framework/)

3a Communicating with Students

3b Using Questioning and Discussion Techniques

3c Engaging Students in Learning

3d Using Assessment in Instruction

3e Demonstrating Flexibility and Responsiveness

[**Domain 4: Professional Responsibilities**](http://danielsongroup.org/framework/)

4a Reflecting on Teaching

4b Maintaining Accurate Records

4c Communicating with Families

4d Participating in the Professional Community

4e Growing and Developing Professionally

4f Showing Professionalism

# The Triad

The participants in most student teaching programs are referred to in professional literature as the “triad.” This triad has been defined as three people who are brought together to work for a common purpose. Titles for participants vary from institution to institution; the STE identifies them as: the teacher candidate, the mentor teacher, and the university supervisor. This relationship is a well-established and accepted arrangement that has existed for years. Its quality and success are inextricably linked to effective communication, knowledge and acceptance of role responsibilities, and the trust that comes when all parties perform according to expectations.

# Elementary Standard Lesson Plan

**ACADEMIC STANDARDS**

List Colorado’s Academic State Standard(s) and any applicable national standards. What is it that you want the students to learn and remember about this lesson (weeks, months or years from now)?

**SPECIFIC OBJECTIVES TO ATTAIN LEARNING GOALS**

What specific or behavioral objectives are you going to use to attain these academic standards? The objectives are written using measurable and observable verbs (i.e. “knowing”, “learning”, and “understanding” are vague unobservable, and not measurable. Proper terms include: “describe”, “list”, “demonstrate”, etc…).

**MATERIALS NEEDED**

List both those materials that you will need to have ready and those that students must bring to the class. List quantities per student or per group of students. Include directions if preparing materials in advance is necessary to conduct the lesson.All handouts must be attached to the lesson plan.

**MOTIVATIONAL TECHNIQUES**
This is the springboard into your lesson. How will you set this lesson in motion? How will you access prior
knowledge? Use past learning, everyday examples, or life skills to anchor your lesson. Consider effective use of open-ended questions along with questions that create cognitive dissonance.

**PROCEDURES FOR LESSON**

List (numerically) the steps or progressions in a logical sequence. Include steps used to transition student action or thoughts between parts of the lesson. How will key concepts/main ideas be developed by these procedures (i.e. vocabulary words, key questions, teacher modeling)? Consider the BEST procedures in order to maintain classroom management and active student engagement.

**CLOSURE**

What important points will you want to review at the end of the lesson? How will you conclude the lesson so that the students will integrate the newly learned information with the information they already knew about the topic? This provides the opportunity to check for student understanding.

**HOMEWORK/ASSIGNMENTS/EXTENSION ACTIVITIES**

Will you assign homework or a follow-up assignment? How will this assignment reinforce the lesson and help you assess student learning? List activities that can be implemented without a great deal of preparation. These activities become extensions: 1) if your lesson finishes earlier than anticipated, 2) if student groups finish early, 3) if concept re-teaching is needed, 4) or if student understanding, ability, and interest warrants more in-depth study.

**ASSESSMENT**

How will you show evidence of student learning related to this lesson’s stated objectives? What types of assessments did you use (e.g. diagnostic, formative, and summative)? Do you have an assessment for each of the specific objectives listed? Has an assessment tool, such as a rubric, checklist, or review sheet been designed to aid in evaluation?

**ADAPTATIONS**

What are possible adaptations to accommodate the developmental needs of all students in the class? Consider individual leaning needs, such as visual, hearing, physical, mobility, attention, reading levels and others that may apply. Who are some resource people that can assist you in making adaptations?

**RESOURCES**

You must include all lesson plan websites, textbooks, literature, trade books, or resource books utilized in developing your lesson plan. This should be cited in APA format. Also include websites that can be utilized: 1) for student reference to content knowledge, 2) within the lesson to enhance the concept development, 3) as a lesson extension, 4) as a resource to encourage students to access independently on their own, or 5) if it is valuable in developing teacher background knowledge on the topic.

**LESSON PLAN RUBRIC**

|  |  |  |  |
| --- | --- | --- | --- |
|  | ADVANCED  | PROFICIENT | DEVELOPING |
| Professional Preparation of Lesson Plan | Typed and written in a professional manner with no grammatical, punctuation, capitalization, or spelling errors. | Typed and written with minor errors in grammar, punctuation, capitalization, and/or spelling. | Typed and written with numerous errors in the following areas: grammar; punctuation; capitalization; and/or spelling. |
| Learning Goal | All relevant national/state standards are included, showing mastery of standards-based application.  | All relevant national/state standards are included, but mixed with irrelevant standards.  | Not all relevant standards are included, showing a lack of focus on the appropriate standards.  |
| Specific Objectives | All objectives are written in both measurable and observable terms.  | All or some of the objectives are written in measurable or observable terms but not both.  | None of the objectives are written in measurable and observable terms.  |
| Materials Needed | Lists all materials required for the lesson & includes directions for advance preparation if necessary.   | Lists most materials required for the lesson.  | Some materials required are not included and/or important advanced preparation directions are missing.  |
| Anticipatory Set | Includes a technique (or use of open-ended questions to create cognitive dissonance) to gain student attention/interest at the opening of the lesson and includes a technique to elicit prior-knowledge.  | Includes a technique (or use of open-ended questions to create cognitive dissonance) to gain student attention/interest at the opening of the lesson or includes a technique to elicit prior-knowledge, but not both aspects.  | Does not include a technique to gain student attention/interest at the opening of the lesson nor a technique to elicit prior-knowledge.  |
| Procedures  | Procedure is easy to follow, flows in a logical manner, lists (numerically) the steps, and uses effective transitions between parts of the lesson.  | Procedure lacks one key element such as: easiness to follow, flow in a logical coherent manner, listing of the steps, and use of effective transitions between parts of the lesson.  | Procedure lacks two or more of the key elements including: easiness to follow, flow in a logical coherent manner, listing of the steps, and use of effective transitions between parts of the lesson.  |
| Closure | Closure reviews important points at the end of the lesson via discourse/interaction.  | Teacher-centered closure to the lesson is attempted, but key points are not reviewed.  | No closure is evident and the lesson ends in an awkward manner.  |
| Assessment | Provides assessment (formally/ informally) of students on each stated objective & includes the use of an assessment tool (rubric, checklist, etc.)  | Provides assessment (formally or informally) of students on each stated objective or includes the use of an assessment tool, but not both.  | Does not assess students on each stated objective nor does it include the use of an assessment tool.  |
| Extension, Modification, and Adaptive Activities | Adaptations to accommodate the developmental needs of all students in the class are addressed & appropriately developed.  | Adaptations attempt to accommodate the developmental needs of all students in the class but are not appropriately developed.  | Lacks an attempt to accommodate all student needs.   |
| Resources-Technology Links & References | A clear use of technology to locate and obtain Internet links for background information/future student investigation is utilized & the links are listed. Includes references to published ideas utilized & is listed in APA format.  | Use of technology to locate/obtain Internet links for background information & for future student investigation is evident, but the links are not listed. Includes references to published ideas but lacks use of APA format.  | Lacks evidence of an attempt to integrate technology web links. References are not included.  |

# REQUIRED DOCUMENTS/ASSIGNMENTS

| **Forms/documentation** | **COMPLETED BY:** | **SUBMIT TO:**  | **due** |
| --- | --- | --- | --- |
| Print complete copy of this handbook | Teacher Candidate | Mentor Teacher | At first contact |
| Professional Dispositions Qualities Rubric | Mentor Teacher | UNC Supervisor  and LiveText | Oct. 15/Mar. 15 |
| Reflective Journal. The candidate will keep a weekly journal. Submissions should be labeled with the teacher candidate’s name and the due date of the submission. The journal entries should include observations and analysis of: school structure, facilities and resources; curricular and instructional materials; technological resources; student behavior (group and individual); instructional and assessment practices; classroom management practices; organizational practices; and candidate interaction with the class. | Teacher Candidate | Entries will be submitted electronically through the learning management system to the University Supervisor. | Dates selected by supervisor |
| 1 Supervisor FAF form | UNC Supervisor | LiveText | Before last day of semester |
| 2 Mentor Teacher FAF forms | Mentor Teacher  | LiveText | Before last day of semester |
| Attendance Log - absences & make up time only | Teacher Candidate; approved by Mentor Teacher | LiveText | On-going |
| Program Completer Survey | Mentor Teacher and Teacher Candidate | LiveText | Dec. 1/May 1 |

# TEACHER CANDIDATE INFORMATION

# Assignments/Requirements

1. **Handbook**-Make a copy of the handbook for your Mentor Teacher and schedule a time to review requirements with him/her in the first week of school.
2. **Lesson Plans**- Lesson plans must be in writing and include all the required components **for each lesson taught**. Write a lesson plan for each literacy lesson that is approved by your mentor teacher **at least two days** prior to teaching. Two lessons will be observed and evaluated by the mentor teacher and one will be observed and evaluated by the university supervisor. You must provide a copy of your written lesson plan to the evaluator prior to the observed lesson.
3. **Lesson Self-Reflection**- After each of the 2 lessons observed by your mentor teacher, reflect on the lesson in writing using the Reflection/Self Evaluation form and submit your reflection form(s) to your university supervisor.

4**. Dispositions Rubric**- Review the Professional Dispositions Rubric completed by your mentor teacher in Live Text with your mentor and UNC supervisor.

5. **Professionalism**- Arrive on time and act professionally. Teacher Candidates are required to attend events such as faculty meetings, staffing, parent-teacher conferences, etc. on the days they are present, unless specifically asked not to do so. All missed days and hours must be recorded on the Attendance Log and be made up. Begin and end your day in the school at the same times your Mentor teacher does.

6. **Program Completer Survey**- Complete online self-evaluation of your performance as a teacher in LiveText by

Dec. 1/May 1.

# Expectations

1. Maintain professional standards for teacher candidates, both at the university and at the school. Conduct yourself in a mature, responsible and professional manner. Maintain an appropriate personal appearance. Demonstrate professional dispositions to school personnel, including teachers, students and the community.
2. Wear UNC Bear ID on the lanyard provided, at all times when in the school setting.
3. Become informed about the students and the content you will teach.
4. Manage your time to allow adequate preparation of your work for the classroom.
5. Plan lessons and submit the plans to the Mentor Teacher prior to the date of instruction for review and recommendations prior to teaching the lesson to the class.
6. Conform to the school's rules, policies, and local standards of behavior. Adjust to, rather than try to change the situation in the classroom or your assigned school. Remember **you are a guest in the school** to gain professional development.
7. Participate in **all** of the activities expected of your Mentor Teacher. Follow your Mentor Teacher's schedule which includes arriving and leaving when he/she does.
8. Call the school office, your Mentor Teacher and your supervisor by 7:00 a.m. in the event you cannot be at your assignment that day.
9. Return school materials, textbooks, resource materials and student records on or before the last day of student teaching.
10. Regularly discuss your progress and concerns with your Mentor Teacher and university supervisor.
11. Solicit and accept constructive criticism and suggestions that assist your professional and personal growth.

#

# Resources

* STE Resources:

<http://www.unco.edu/cebs/teacher-education/undergraduate-programs/elementary-education/current-students.aspx>

* + Classroom Management Guide
	+ Classroom Assessment Guide
	+ Lesson Planning Guide
* Standards: <http://www.cde.state.co.us/standardsandinstruction/coloradostandards>
* STE contact information: <http://www.unco.edu/teach/coordinators.html>

# Risk Management

In very rare situations the teacher candidate may be injured while in the practicum site. All teacher candidates are covered by the Risk Management guidelines at UNC. In the event of an injury, the teacher candidate should contact the following individuals as soon as possible:

1. UNC Risk Management Coordinator: George Bielinski (970-351-2718) or george.bielinski@unco.edu;
2. UNC Supervisor or Elementary PTEP Coordinator.

The UNC Risk Management Coordinator will be able to provide appropriate paperwork and instructions for the teacher candidate in the event that medical assistance is required.

# MENTOR TEACHER RESPONSIBILITIES

* Conduct an initial meeting with the teacher candidate to emphasize the importance of:
* adhering to an agreed upon schedule including a time set aside for planning;
* always wearing a UNC BEAR CARD identification on lanyard provided;
* being punctual and dependable;
* handling responsibilities in a professional manner;
* communicating openly (questions, discussion and constructive feedback);
* showing initiative and creativity; and
* maintaining a standard code of conduct and dress.
* Familiarize the teacher candidate with any essential procedures and practices of the school.
* Communicate with the University Supervisor immediately regarding any concerns.
* Complete the Professional Dispositions Rubric with the teacher candidate by Oct. 15/March 15. Submit on LiveText.
* Assist the teacher candidate with assignments required by UNC.
* For **all** lesson plans taught by the teacher candidate in Literacy:
* review lesson plans a minimum of two days prior to teacher candidate teaching each lesson;
* observe lessons;
* complete one FAF (Field Assessment Form) for each Literacy lesson to be submitted on LiveText; and

after lessons are taught, provide feedback to the teacher candidate.

* Submit the Program Completer evaluation of the teacher candidate on LiveText by Dec. 1/May 1.

# MENTOR TEACHER COMPENSATION

All UNC mentor teachers are eligible to choose between receiving 1 graduate credit for supervising a Literacy Practicum teacher candidate OR a $50 stipend.

If you choose to receive the graduate credit (NO FEES attached), please complete the EDF 513 Registration Form

at <http://www.unco.edu/cebs/teacher-education/mentor-teachers/> . Due to Federal compliance policies, **you must apply for credit by the deadline listed on the EDF 513 form.** If we do not have a request for credit form from you by the deadline, you will automatically receive the stipend. **Late credit requests cannot be accepted.**

You may also use this mentoring experience to receive credit toward licensure renewal with the Colorado Department of Education. If you are interested in receiving CDE credit for licensure renewal, please contact the STE Placement Office for a verification form.

# UNC SUPERVISOR RESPONSIBILITIES

* Make initial contact with teacher candidate in the first week of the practicum.
* Attend the Literacy Practicum Orientation meeting.
* Make initial contact with the school principal and the mentor teacher by the end of the second week of the Literacy Practicum & provide your contact information to both.
* Establish e-mail communication with your teacher candidates, encourage regular reflection.
* Always remember to wear your UNC ID badge when visiting assigned schools and always enter the building through the main office where you must sign in.
* Check that the mentor teacher has the handbook and is aware of the documentation/assignments chart.
* Visit the teacher candidate in the school for an initial visit, optional drop-in visit(s) and the formal observation visit. Additional visits optional.
* Set up one formal observation of a literacy lesson in the final six weeks of the Literacy Practicum, complete the FAF (Field Assessment Form), and discuss the FAF and lesson plan from lesson observed with the teacher candidate.
* Contact the Elementary Program Coordinator **immediately** of any significant concerns.
* Collect & record required paperwork in LiveText.

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# LIVE TEXT INFORMATION

Steps for **Students** to register their LiveText accounts:

After you receive an email sent from support@livetext.com:

* Go to [www.livetext.com](http://www.livetext.com/) and click on the **REGISTER** tab at the top of the LiveText homepage
* Click the **Register** button under **Register Membership**. The registration form opens.
* Select the radio button for **Student**.
* Enter the **16 character key code** that was provided to you.
* **Register Your Student Membership.**
	+ Please complete your profile to the best of your ability. Name, Date of Birth, and Institution and Personal Email Addresses are required fields.
* Create Your LiveText Membership Account.
	+ You will be prompted to create a unique username and password. When creating a username, the name will be compared to all LiveText users. If you receive the message “Username is already taken”, you will have to modify your username.
* **Select a security question** from the dropdown menu. This may be used in the username/password recovery process.
* **Select the Terms of Service** check box and **Click the Register My Membership Account** button to complete the registration process.
* Account Activation completed.

After successfully completing the registration process, LiveText will display this screen with your newly created username and password.

Your login information will also be sent to the personal email address provided during account registration.

Steps for **Cooperating Teachers** to log into LiveText:

1. Go to your email and find the email from support@livetext.com. In this email will be your LiveText username and password.

2. Go to [www.livetext.com](http://www.livetext.com) and enter in your username and password to log in.

In addition, a LiveText website has been created by the LiveText Implementation Team at UNC and it is located at <http://www.unco.edu/cebs/livetext>  You can find LiveText Support and tutorials for students, university supervisors, cooperating/mentor teachers, and faculty there.

Liability Statement pertaining to Field Experiences: applicable only to unpaid field related requirement such as practicum, service learning, intern, student teaching.

UNC purchases insurance that provides liability coverage to teacher candidates (subject coverage limitations and deductibles of the applicable insurance policy) for claims made against the teacher candidate while s/he is acting in the course and scope of her/his responsibilities in field experience. Such coverage is subject to limitations and exclusions for, among other things, alleged intentional acts and other uncovered claims.

In addition, the teacher candidate, during her/his practice teaching in a school is deemed an employee of the school district for the purposes of workers’ compensation and liability insurance as provided for other school employees.

**Personal Liability**

It is each teacher candidate’s choice to determine if s/he wishes to purchase additional liability coverage. Several professional organizations, including but not limited to the Colorado Education Association, the Council for Exceptional Children, and the National Education Association, offer personal – professional liability insurance that can be purchased by the teacher candidate at her/his expense.

# UNC Policies

**Disability Support Services**

Any student requesting disability accommodation for this class must inform the instructor giving appropriate notice. Students are encouraged to contact Disability Support Services at (970) 351-2289 to certify documentation of disability and to ensure appropriate accommodations are implemented in a timely manner.

**Sexual Misconduct/Title IX Statement**

The University of Northern Colorado prohibits and will not tolerate sexual misconduct or gender-based discrimination of any kind.  UNC is legally obligated to investigate sexual misconduct (including, but not limited to sexual assault, sexual harassment, stalking, and intimate partner violence).  If you disclose an incident of sexual misconduct to a faculty member, they have an obligation to report it to UNC’s Title IX Coordinator.  “Disclosure” may include communication in-person, via email/phone/text message, or through in/out of class assignments.

If you wish to speak confidentially about an incident of sexual misconduct, please contact the UNC Counseling Center (970-351-2496) or the Assault Survivors Advocacy Program (970-351-4040).

If you would like to learn more about sexual misconduct or report an incident, please visit [www.unco.edu/sexualmisconduct](http://www.unco.edu/sexualmisconduct)

**Equity and Inclusion Statement**

The University of Northern Colorado embraces the diversity of students, faculty, and staff, honors the inherent dignity of each individual, and welcomes their unique perspectives, behaviors, and worldviews. In this course, people of all races, religions, national origins, sexual orientations, ethnicities, genders and gender identities, cognitive, physical, and behavioral abilities, socioeconomic backgrounds, regions, immigrant statuses, military or veteran statuses, size and/or shapes are strongly encouraged to share their rich array of perspectives and experiences. Course content and campus discussions will heighten your awareness to each other’s individual and intersecting identities.

The Office of Student Rights & Responsibilities (located in Decker Hall) serves as resource to anyone seeking support or with questions about equity and inclusion at the University of Northern Colorado (UNC). If you are a witness to or experience acts of bias at UNC and would like to learn more about bias response or report a bias incident, please visit Bias Response at <http://www.unco.edu/biasresponse/>

**Academic Integrity Statement**

You are expected to practice academic honesty in every aspect of this course.  Make sure you know and understand the pillars of the UNC Honor Code: Honesty, Trust, Responsibility, Respect, and Fairness. Become familiar the Student Code of Conduct, especially the section on acts of dishonesty.  Students who engage in academic misconduct are subject to grading consequences with regard to this course and/or university disciplinary procedures through the office of Student Rights and Responsibilities.

If faculty would like to provide more information about Academic Integrity, please visit: <http://www.unco.edu/dos/assets/pdf/Syllabus_Statements-2015-02.pdf>

## DISPOSITIONS RUBRIC

Teacher Candidate to be evaluated: Practicum: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student Teaching: \_\_\_\_\_\_\_\_\_\_\_\_

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Completed by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Title/Role: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:

The purpose of this document is to serve as a conversation starter between teacher candidates, their Mentor Teachers, and/or university supervisors in regards to expectations for professional behavior in teaching settings. It may also be used to document the teacher candidate’s progress throughout a professional development sequence.

**Teacher Candidate:** Please rate yourself on the following form by selecting the column (Unacceptable, Approaching, or Target) that you believe best describes your qualities and/or demonstrated behaviors. Include specific evidence to support your rating.

**Mentor Teacher and University/School Supervisor:** Please rate the teacher candidate on the following form by selecting the column (Unacceptable, Approaching, or Target) that you believe best describes the teacher candidate’s qualities and/or demonstrated behaviors. Include specific evidence to support your rating. You may also include evidence that shows exemplary achievement beyond the target. If an unacceptable rating is chosen, please provide specific evidence and goals for improvement.

Note: The Professional Disposition Qualities rubric addresses the following Interstate Teacher Assessment and Support Consortium (InTASC) Standards:

* Standard #1: Learner Development.
* Standard #2: Learning Differences.
* Standard #3: Learning Environments.
* Standard #9: Professional Learning and Ethical Practice.
* Standard #10: Leadership and Collaboration.

General Comments about teacher candidate’s progress may be inserted here after collaborative review:

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Note - **Unacceptable**: Not meeting the requirements; **Approaching**: Generally meeting the requirements; **Target**: Consistently meeting the requirements

| **Professional Disposition****Qualities (PDQ) Categories** | **Unacceptable (1)** | **Approaching (2)** | **Target (3)** | **Recommendations/****Commendations** |
| --- | --- | --- | --- | --- |
| 1. Professional Appearance | ☐Inconsistently meets the school dress code | ☐Generally meets theschool dress code and maintains professional appearance | ☐Consistently meets the school dress code and maintains professional appearance |  |
| 2. Attendance | ☐Chronic absence/excessive tardiness; or absence(s) without prior notice | ☐ Generally punctual with no absences without prior notice | ☐Consistently meets expectations for attendance and punctuality. Any absence is approved in advance. |  |
| 3.Professional Responsibility | ☐Cannot be consistently counted upon to meet deadlines or keepprofessional commitments to colleagues and students | ☐Generally meets deadlines and keeps professional commitments to colleagues and students | ☐Consistently meets deadlines, keeps professional commitments to colleagues and students |  |
| 4. Ethical Behavior | ☐Speaks without regard for tact and/or confidentiality; has difficulty maintaining professional boundaries | ☐Generally demonstrates tactfulness and/or confidentiality; generally maintains professional boundaries | ☐Consistently demonstrates tactfulness and/or confidentiality; maintains professional boundaries |  |
| 5. Response to Feedback | ☐Asks only procedural questions; shows resistance to critique and input regarding performance | ☐Asks questions that are both procedural and reflective; accepts critique and input regarding performance in a generally positive manner; generally acts upon feedback when prompted | ☐Asks questions that are both procedural and reflective; invites critique and input regarding performance in a positive manner and acts upon that feedback within his/her practice |  |
| 6. Reflective Practitioner | ☐Does not take responsibility with integrity; blames others | ☐Self-evaluates and makes small changes that are generally procedural | ☐Self-evaluates in a realistic way; makes thoughtful changes basedupon reflection; views teaching as a learning process |  |
| 7. Collaboration | ☐Avoids professional collaboration and/or detracts from a collaborative culture; gossips about colleagues; and/or tends to be openly critical of others  | ☐Works with others in a positive way; contributes to group success; minimizes gossip; generally willing to grow | ☐Strong group participant; works with others receiving input and contributing to group success; is loyal to those who are not present; embraces growth |  |
| 8. Professional Initiative | ☐Does the minimum required work at the prompting of supervisors; lacks initiative or resists various endeavors | ☐Generally demonstrates initiative and enthusiasm for various endeavors | ☐Demonstrates initiative; is enthusiastic about a variety of endeavors |  |
| 9. Respect for Diversity | ☐Demonstrates lack of respect for diversity of colleagues and students  | ☐ Respects diversity of colleagues and students | ☐ Respects diversity of colleagues and students and models culturally responsive interactions with others |  |
| 10. Student Engagement | ☐Presumes that most learners can learn and be successful | ☐Expects all learners to learn and be successful, including those from diverse backgrounds and with exceptional learning needs | ☐Expects and promotes opportunities for all learners to be successful, including those from diverse backgrounds and with exceptional learning needs |  |
| 11. Communication Skills | ☐Frequently uses inappropriate language; poor use of conventions, spelling and grammar; written work does notfollow professional syntax | ☐Generally speaks appropriately for the given situation and uses conventions correctly including grammar and syntax | ☐Speaks appropriately as a professional role model; consistently edits work for correct conventions, construction and grammar |  |
| 12. Portrays Professional Competence and Confidence | ☐Inconsistently conveys confidence and competence when interacting with learners, peers, and/or colleagues in a large group situation | ☐Conveys confidence and competence when interacting with learners, peers, and/or colleagues in a large group situations | ☐Conveys a high level of confidence and competence when interacting with learners, peers, and colleagues in small and large group situations |  |

 **Total \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ + \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ + =** /36

**Teacher Candidate Signature and Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Evaluator Signature and Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Field Assessment Form**

➊Class: Practicum🞎 or Student Teaching🞎. ➋Program:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
➌Teacher Candidate name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_➍ Bear #:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
➎Evaluator: UNC Supervisor 🞎 or Mentor Teacher 🞎. ➏ Print evaluator’s name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CRITERIA** | **Developing****(1)** | **Partially Proficient****(2)** | **Proficient****(3)** | **Accomplished****(4)** | **Exemplary****(5)** |
| **A**CONTENT KNOWLEDGE | Lack of content knowledge. Inability to answer students’ questions. Does not attempt to help students make connections between important concepts. | Some inaccurate content knowledge. Redirects students but not able to answer many of students’ questions.  | Substantial content knowledge; finds answers to students’ questions if not known; effective integration of content knowledge and skills. | Deep understanding of content that is used to expand students’ learning. Able to answer most questions. Integration of content is authentic, meaningful, and useful for students.  | Expert knowledge of content. Elaborates on students’ questions to enrich and extend learning. Artfully integrates concepts and relationships among academic disciplines.  |
| **B**INSTRUCTION | Instruction is haphazard and lacks focus. Not planned well for allotted time or taught in ways that meet needs of learners. Instruction does not promote student learning. | Instruction is sporadic and somewhat focused. Lesson demonstrates some planning but implementation is inconsistent. Some student learning occurs. | Instruction is coherent and focused. Lesson demonstrates substantial planning and thoughtful implementation. Learning is evident for most students. | Instruction is planned in detail and effective for all students. Attention to individual students’ needs is evident. Students engaged in higher-level thinking. | Instruction is confident. Original lesson plan employs a variety of methods. Adapts instruction while teaching. Learning is evident for a wide range of learners. |
| **C**ASSESSMENT | No evidence of assessment. No connections made between assessment and instruction. | Some evidence of assessment. Verbal feedback given to improve learning of content knowledge, skills, and dispositions. | Uses assessment to improve students’ learning and teaching effectiveness. Uses a variety of formal and informal assessments to provide students with constructive feedback. | Develops and uses a variety of formal and informal assessments, including rubrics, to promote learning, inform instruction, and meet content standards. | Develops valid and reliable assessment tools. Uses assessment as a basis for standards-based instruction. Uses assessment to compare and contrast effects of various teaching strategies. |
| **D**CLASSROOM MANAGEMENT | Behavior problems negatively affect learning. Little effort given to encouraging acceptable student behavior. | Some effort made to promote acceptable student behavior. Attempts appropriate intervention strategies and practices. | Manages routine behavioral problems and maintains control of the classroom. Applies sound disciplinary practices. Intervenes to create successful learning environments. | Creates a learning environment characterized by acceptable student behavior, efficient use of time, and disciplined acquisition of knowledge, skills, and dispositions. | Routine discipline problems prevented through engaging instruction. Establishes an accepting learning environment. Students exhibit self-control while encouraging others to control impulsive behavior.   |
| **E**AFFECTIVE SKILLS | Has difficulties relating to students. Resorts to disrespectful treatment. Displays inappropriate behavior towards students. Does not attempt to build positive teacher/student relationships. | Appears to be unsure of proper teacher boundaries. Behavior not always appropriate; inappropriate behavior not intentional or malicious. Lacks ability to anticipate consequences of behavior.  | Works diligently to create a democratic classroom community. Students are treated with kindness and respect. | Establishes a democratic learning environment. Encourages students to care about their own learning, is sensitive to students’ needs and feelings.  | Establishes a democratic learning environment. Students care about other’s learning as well as their own. Individuals willing to make personal sacrifices for sake of promoting a common good. Consistently demonstrates tactfulness and/or confidentiality; maintains professional boundaries.  |
| **F**PROFESSIONALISM | Cannot be consistently counted upon to meet deadlines or keep professional commitments to colleagues and students.Avoids professional collaboration and/or detracts from a collaborative culture; gossips about colleagues; and/or tends to be openly critical of others.Does minimum required work at the prompting of supervisors; lacks initiative; resists suggestions for improving one’s teaching. | Inconsistently conveys confidence and competence when interacting with learners, peers, and/or colleagues in a large group situation.Generally demonstrates initiative and enthusiasm for various endeavors.Unsure of how to act appropriately with students, peers, and/or colleagues. | Reliable, punctual, and collaborative. Respects school culture, norms and values.Works with others in positive ways; contributes to group success; minimizes gossip; generally willing to grow.Asks questions that are both procedural and reflective; accepts critique and input regarding performance in a generally positive manner; generally acts upon feedback when prompted.Consistently meets deadlines, keeps professional commitments to colleagues and students. | Conveys a high level of confidence and competence when interacting with learners, peers, and colleagues in small and large group situations. Demonstrates initiative; is enthusiastic about a variety of endeavors.Strong group participant; works well with others while receiving feedback; follows up on opportunities for professional growth.Respects diversity of colleagues and students and models culturally responsive interactions with others. | Consistently reliable, punctual, hard-working, willing and able to collaborate. Consciously learns and supports school’s norms and traditions. Consistently demonstrates tactfulness and/or confidentiality; maintains professional boundariesSelf-evaluates in a realistic way; makes thoughtful changes based upon reflection; views teaching as a learning process. |

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| --- |
| COMMENTS: Attach another sheet to discuss student Strengths and Areas in Need of Improvement. |
| Evaluator Signature: **Date:** |
| Teacher Candidate Signature: **Date:** |

# REFLECTION/SELF-EVALUATION FORM

ELEMENTARY UNDERGRADUATE LICENSURE PROGRAM

REFLECTION/SELF EVALUATION SHEET

NAME \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ BEAR#\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

MENTOR TEACHER \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ SCHOOL\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­\_

YEAR \_\_\_\_\_\_\_\_\_\_\_ FALL \_\_\_\_SPRING\_\_\_\_\_\_ SEMESTER (CHECK ONE)

GRADE LEVEL \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ SUBJECT \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\*For each lesson you teach during your practicum, complete this reflection/self-evaluation:

1. What went well in the lesson? Why? What specific strategies helped pupils to be successful?
2. What did not go well in the lesson? Why?
3. What would/could be done differently next time? Why?
4. What kinds of instructional decisions were made during the teaching of the lesson? Were they appropriate? Why?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Teacher Candidate Date

# CONCERN COUNSELING PROCEDURE

 The procedure outlined below is to be followed when there is a concern about professional and/or academic behavior/attitude/professionalism of a teacher candidate in the Elementary PTEP. Written documentation by the UNC Supervisor and school principal and/or mentor teacher is critical from the initial verbal concern through subsequent conflict resolution action. Written documentation should be maintained in personal, professional logs and on the UNC Disciplinary Procedure Forms described below. The teacher candidate is also encouraged to keep a written journal of the events.

1. If the Mentor Teacher or other school personnel have a concern about the professional and/or academic behavior(s) of a teacher candidate, the UNC supervisor is informed immediately. The Program Coordinator in consultation with the UNC Supervisor will determine whether disciplinary action is taken. To follow Elementary PTEP disciplinary procedures, the UNC Supervisor records the concern on the “Concern Form” and verbally informs the teacher candidate of the initial concern(s). The school personnel may be involved in informing the teacher candidate at the discretion of the personnel and UNC supervisor. School personnel and UNC supervisor must record the actions taken in personal logs. The original copy of the “Concern Form” is placed in the teacher candidate’s assessment file in McKee 216. A copy of the form is given to the teacher candidate.
2. The teacher candidate will engage in a conference with the UNC supervisor and Mentor Teacher for the purpose of developing a plan of action to correct the existing concern(s). The concern(s) is clearly named, possible solutions are discussed, and a mutually accepted plan of action is developed for resolving the concern(s) with a timeline for checking progress towards the final goal(s). \*Note – the UNC program coordinator has the right to remove a teacher candidate from the placement at their discretion if the concern(s) are considered severe and irreparable. The Program Coordinator is informed of the action plan and the original form is placed in the teacher candidate’s cumulative file in McKee 216. A copy of the form is given to the teacher candidate. If there is no significant evidence of progress by a mutually established date(s) for subsequent performance reviews, discontinuance in the program may be recommended. The teacher candidate will also be informed in writing of the basis for the recommendation of discontinuance. Copies of this written document will be sent to the Program Coordinator. Discontinuance is subject to due process and all university policies and procedures as outlined in the *Student Rights and Responsibilities Referral Guide* available in the Office of Student Affairs (351-2303).

##

# Teacher Candidate Concern Form

TEACHER CANDIDATE: DATE: SCHOOL: ­­

The following problematic professional and/or academic concern(s) has been expressed about the above named teacher candidate:

Action Plan to resolve the identified concern/problem(s):

Dates of review:

**Action Plan-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Resolution-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Signature: Signature:

 Program Coordinator Program Coordinator

Signature: Signature:

 University Supervisor University Supervisor

Signature(s): Signature(s):

 Mentor Teacher or Principal Mentor Teacher or Principal

Signature: Signature:

 Teacher Candidate Teacher Candidate

***A copy of this form should be given to the teacher candidate. The original form is placed in the teacher candidate’s file in the Office of the School of Teacher Education Placement Officer.***

#

# Resources

Association of Teacher Educators (1999). *Standards for Field Experiences in Teacher Education*. Association of Teacher Educators. Reston, VA.

Chiarelott, L., L. Davidman, & K. Ryan (1994). *Lenses on Teaching*. New York: Harcourt Brace.

Danielson, C. & I. McGreal (2000). *Teacher Evaluation. To Enhance Professional Practice.* Association for Supervision and Curriculum Development.

Elliott, P. & R. Mays (1979). *Early Field Experiences in Teacher Education (Fastback 125).* Bloomington: Phi Delta Kappa.

Grant, C. & K. Zeichner (1984). *On Becoming a Reflective Teacher. In Preparing for Reflective*

 *Teaching.* Boston: Allyn and Bacon.

Johnson, A.P. (2003). *What Every Teacher Should Know About Action Research*. Boston, MA: Allyn and Bacon-Pearson Education, Inc.

Nye, B., Konstantopoulos, S, & Hedges, L.V. (2004). How Large are Teacher Effects? *Educational Evaluation and Policy Analysis, 26,* 237-257.

Posner, G. (1993). *Field Experience: A Guide to Reflective Teaching* (3d Ed.). New York: Longman.

Reed, A. J. & V.E. Bergemann (1995). *A Guide to Observation and Participation. In the Classroom: An*

 *Introduction to Education* (2d Ed.). Connecticut: Dushkin Publishing Group, Inc.

Roe, B.D. & E.P. Ross (1994). *Student Teaching and Field Experiences Handbook* (3d Ed.). New York: Merrill.

Roe, B.D. & E.P. Ross (1998). *Student Teaching and Field Experiences Handbook* (4th Ed.). New Jersey: Merrill Prentice Hall.

Sagor, R. (1992). H*ow to Conduct Collaborative Action Research*. Alexandria, VA: Association for

 Supervision and Curriculum Development.

Sleeter, C. E. (2008). Preparing White teachers for diverse students. In M. Cochran- Smith, S. Feiman-Nemser, D. J. McIntyre, & K. E. Demers (Eds.) *Handbook of research on teacher education: Enduring questions in changing contexts* (3rd Ed.). (pp. 559-582) New York: Routledge.

Zeichner, K.M. (1983). Alternative Paradigms of Teacher Education. *Journal of Teacher Education,* 34

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