**University of Northern Colorado**

**MATHEMATICS/SCIENCE PRACTICUM**

**EDEL 459**

**Elementary Education**

**Spring Semester 2022**



**Sections 001 & 002**

**Mathematics/Science Practicum – 3 credits**

**Professor: Kim L. Creasy, Ph.D.**

UNC Teacher Candidates, UNC Supervisors, and Mentor Teachers

Elementary Professional Teacher Education Program

**COLORADO TEACHER QUALITY STANDARDS**

**QUALITY STANDARD I**

Students have the greatest chance to succeed when their teachers receive meaningful feedback and are supported in their efforts to continuously improve their craft. Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages).

ELEMENT A: Teachers provide instruction that is aligned with the Colorado Academic Standards and their district's organized plan of instruction.

ELEMENT B: Teachers develop and implement lessons that connect to a variety of content areas/disciplines and emphasize literacy and mathematics.

ELEMENT C: Teachers demonstrate knowledge of the content, central concepts, inquiry, appropriate evidence-based instructional practices, and specialized characteristics of the disciplines being taught.

**QUALITY STANDARD II**

Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.

ELEMENT A: Teachers foster a predictable learning environment characterized by acceptable student behavior and efficient use of time in which each student has a positive, nurturing relationship with caring adults and peers.

ELEMENT B: Teachers demonstrate an awareness of, a commitment to, and respect for multiple aspects of diversity, while working toward common goals as a community of learners.

ELEMENT C: Teachers engage students as individuals, including those with diverse needs and interests, across a range of ability levels by adapting their teaching for the benefit of all students.

ELEMENT D: Teachers work collaboratively with the families and/or significant adults for the benefit of students.

**QUALITY STANDARD III**

Teachers plan and deliver effective instruction and create an environment that facilitates learning for students.

ELEMENT A: Teachers demonstrate knowledge about the ways in which learning takes place, including the levels of intellectual, physical, social, and emotional development of their students.

ELEMENT B: Teachers use formal and informal methods to assess student learning, provide feedback, and use results to inform planning and instruction.

ELEMENT C: Teachers integrate and utilize appropriate available technology to engage students in authentic learning experiences.

ELEMENT D: Teachers establish and communicate high expectations and use processes to support the development of critical-thinking and problem-solving skills.

ELEMENT E: Teachers provide students with opportunities to work in teams and develop leadership.

ELEMENT F: Teachers model and promote effective communication.

**QUALITY STANDARD IV**

Teachers demonstrate professionalism through ethical conduct, reflection, and leadership.

ELEMENT A: Teachers demonstrate high standards for professional conduct.

ELEMENT B: Teachers link professional growth to their professional goals.

ELEMENT C: Teachers are able to respond to a complex, dynamic environment.

ELEMENT D: Teachers demonstrate leadership in the school, the community, and the teaching profession.

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**Teacher Candidates**

Shape

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**Mentor Teachers University Supervisors**

**The TRIAD**

The participants in most field experience 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.

## EDEL 459 MATHEMATICS/SCIENCE PRACTICUM INFORMATION

**EDEL 459 – Mathematics/Science Practicum** (three 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. May be repeated 1 time.

**Prerequisites: Prerequisites:** [**EDFE 120**](http://unco.smartcatalogiq.com/en/current/Undergraduate-Catalog/Course-Descriptions/EDFE-Educational-Field-Exp/100/EDFE-120)**/Full Admission to PTEP checkpoint and 2.75 CGPA Co-requisites: EDEL 420 and SCED 475**

**Required Text: none**

The final day of this practicum placement will be April 29th unless make up days are necessary.

EDEL 459 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;
* satisfy the requirements of maintaining and submitting a journal as specified by the University Supervisor;
* **pass all categories** on the online Final Evaluation completed by both the Mentor Teacher and the University Supervisor; and
* **meet all practicum student expectations** included in this handbook.

### Course Description

The purpose of the mathematics and science practicum is for teacher candidates to grow more accustomed to classroom life. Teacher candidates are assigned to one cooperating 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 *and may be required to repeat the mathematics/science practicum if performance is not proficient – repeated practicums are at the expense of the candidate*. Upon the successful completion of the mathematics/science practicum, students will be eligible to complete the next field experience per their 4-year plan. It is up to the teacher candidate and the mentor teacher to negotiate what responsibilities the mathematics/science practicum student! Some suggestions include: working with small groups, read aloud, working one-on-one with students, observing, helping plan, etc. Please do what works for you! Our goal is to give students a more realistic experience in the classroom.

### 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

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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Course Objective | InTASC | CO Teacher Quality  5.00-5.04 | CELP  5.12-5.15 | Elementary  Education 4.02 | ACEI | Related Assessment |
| Prospective teachers will acquire competence in guiding the mathematical and scientific education of elementary school children in exploring mathematical and scientific concepts, and through integrating these disciplines with other areas. | 4, 5, 8 | 1b, 1c |  | 1a | 1.0, 2.3, 3.1 | Observations; lesson planning |
| Prospective teachers will cultivate a systematic application of reflective decision making in promoting the mathematical and scientific education of elementary school students. | 7, 8, 9 | 4b |  | 4b | 1.0, 2.3, | Lesson planning; reflective journaling |
| Prospective teachers will value and act upon their understanding that mathematics and science are dynamic disciplines, in which all young people can participate as creative and successful learners regardless of race, gender, religion, handicap, or national origin | 2, 5 | 2a, 2b, 2c |  | 2a, 2b, 3c | 3.2 | Lesson planning; PDQ |
| Prospective teachers will become familiar with mathematics and scientific learning and instruction in the elementary school grades and across strands. | 4, 5, 8 | 1c |  | 1b, 2b | 1.0, 2.3 | Lesson planning; observations |
| Prospective teachers will select developmentally appropriate practice, consistent with Piagetian and constructivist theories, for elementary school mathematics and science teaching and learning. | 1, 7, 8 | 1c | 5.13(2)B | 2a, 2b | 1.0, 2.3, 3.1, 3.5 | Lesson planning;  Observations |
| Prospective teachers will analyze and skillfully apply a systematic approach to mathematics and scientific planning, instruction, and reflection. | 2, 7, 8, 9 | 1c, 3a |  | 1c, 4b | 1.0, 2.3, 3.1, 4.0, 5.1 | Lesson planning;  Reflective journaling |
| Prospective teachers will take equity and diversity into consideration when planning and implementing elementary school mathematics and science learning experiences. | 1, 2, 7, 8 | 2b, 2c | 5.12(1)A  5.13(1)A | 2a, 2b, 2c | 1.0, 3.1, 3.2, 3.4 | Lesson planning;  Reflective journaling |
| Prospective teachers will organize and implement mathematics and science learning experiences for elementary school students. | 4, 5, 6, 7, 8 | 1c, 3e | 5.14(2)B | 1b, 1c | 1.0, 2.3, 3.1, 3.5 | Lesson planning |
| Prospective teachers will assess as an ongoing informal and formal process to inform, and to improve math and science learning experiences and student performance. | 6, 7 | 3b | 5.12(2)B  5.15(2)B | 4a, 4b | 1.0, 2.3, 4.0, 5.1 | Observation  Journal Reflections |

**ELEMENTARY STANDARD LESSON PLAN**

**ACADEMIC STANDARDS**

List Colorado’s Academic State Standard(s) and any applicable national standards.

**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.

**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.

**ANTICIPATORY SET**

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 in a logical sequence. Include steps used to transition student action or thoughts between parts of the lesson. How will key concepts 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.

**ASSESSMENT**

How will you show evidence of student learning related to this lesson’s stated objectives? 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?

**EXTENSIONS, MODIFICATIONS, & ADAPTIVE ACTIVITIES**

What are possible adaptations to accommodate the developmental needs of all students in the class? Consider individual learning needs, such as visual, hearing, physical, mobility, attention, reading levels and others that may apply. 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.

**RESOURCES-TECHNOLOGY LINKS & REFERENCES**

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. |
| Academic Standards | 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 & directions for advance preparation if necessary. | Lists most materials required for the lesson. | Some materials required are not included and/or important preparation directions are missing. |
| Anticipatory Set | Includes a technique to gain student attention/interest at the opening of the lesson and includes a technique to elicit prior knowledge. | Includes a technique 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. | Provides assessment 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 are addressed & appropriately developed. | Adaptations attempt to accommodate the 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 APA formatting. | 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 | March 15 |
| Reflective Journal. The candidate will keep a weekly **running** 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 as a Word document electronically as directed by the University Supervisor. | Dates selected by supervisor |
| 2 Supervisor FAF forms | 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 | May 1 |

Because of the complexity of field placements and the varied policies of partner schools/districts:

* immediately report to the STE Placement Office any changes in placement – a change in mentor teacher, grade level, location, etc.;
* when a placement terminates at the request of the school/mentor teacher, or the candidate or the UNC program coordinator, the STE Placement Office must be notified; and
* when a placement terminates due to the performance/disposition of the teacher candidate:

1. a concern form must be completed and submitted to the STE Placement Office with supporting documentation.

if a second placement is to be considered, a meeting of the STE Placement Office, program coordinator and teacher candidate will determine next steps in the program.

## 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 Mathematics and Science 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 two 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.

### 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. Remember that you are a teacher candidate from the University of Northern Colorado. You are to make NO “side arrangements” with your mentor. This is an unprofessional action and places your mentor in a difficult position that does not conform to the agreements between the school and the university.
8. Participate in **all** the activities expected of your Mentor Teacher. Follow your Mentor Teacher's schedule which includes arriving and leaving when he/she does.
9. 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.
10. Return school materials, textbooks, resource materials and student records on or before the last day of your practicum placement.
11. Regularly discuss your progress and concerns with your Mentor Teacher and university supervisor.
12. Accept constructive criticism and suggestions that assist your professional and personal growth.

### Resources

STE Resources: <https://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: Megan Bauer (970-351-2718) or [megan.bauer@unco.edu](mailto:megan.bauer@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.

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## 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.
* **If an issue arises, please first speak to your teacher candidate’s university supervisor. If the issue is still not resolved, please contact Elementary Program Coordinator – Dr. Kim Creasy** [**kim.creasy@unco.edu**](mailto:kim.creasy@unco.edu) **.**
* 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 Mathematics and in Science:
* review lesson plans a minimum of two days prior to teacher candidate teaching each lesson;
* observe lessons;
* complete one FAF (Field Assessment Form) for one Mathematics lesson and one Science lesson to be submitted on LiveText; and
* after lessons are taught, provide feedback to the teacher candidate.
* Submit the Program Completer evaluation on LiveText by Dec. 1/May 1.

### MENTOR TEACHER COMPENSATION

All UNC mentor 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.**\*

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 application deadlines:

Spring semester hosting, Add Deadline is March 20th

Fall semester hosting, Add Deadline is October 20th

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](mailto:lynette.kerrigan@unco.edu) to request this form.

## UNC SUPERVISOR RESPONSIBILITIES

* Make initial contact with teacher candidate in the first week of the practicum.
* Attend the Mathematics/Science Practicum Orientation meeting.
* Make initial contact with the school principal and the mentor teacher by the end of the second week of the Mathematics/Science 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 Mathematics and one formal observation of a Science, complete the FAF (Field Assessment Form for each), and discuss the FAF and lesson plan from each lesson observed with the teacher candidate.
* **If any issue arises, please notify the Elementary Program Coordinator, Dr. Kim Creasy –** [**kim.creasy@unco.edu**](mailto:kim.creasy@unco.edu) .
* Collect & record required paperwork in LiveText.

## LIVE TEXT STUDENT ACCOUNT PURCHASE

Teacher Education programs across the nation are highly regulated by various standards from the state and/or professional organizations. A majority of teacher education programs in the nation enrolling more than 250 teacher candidates use an electronic data management system for program assessment and improvement to benefit the students. At UNC Live Text is required for field experience assessment submissions and is used for documentation of field hours, lesson evaluations, professionalism evaluation, Work Sample/Capstone units and serves as a portfolio tool for future employment and as a teaching resource. Additionally Live Text will be used in some educator preparation courses.

Students pay a one-time UNC program fee to cover the cost of a 7-year Live Text account.

If you have not already used Live Text in a previous semester complete the following:

**Student Live Text Registration Information**

AFTER you receive an email from UNC (in your Bear Email), please follow these instructions.

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 in the email.
* **Register Your Student Membership.**
  + Please complete your profile to the best of your ability. Name, Date of Birth, and Institution and Email Addresses are required fields. **Use your bear email address for BOTH the school email and the personal email!**
* 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 a screen with your newly created username and password.

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

**After the UNC Add/Drop date for course registration**, your field placement will be created in Live Text. At that time you, your mentor teacher and your UNC supervisor will receive an email indicating the placement has been made. Your mentor teacher will also receive instructions to set up a user name and password if they have never used Live Text before.

**\*Please note: the manual entry of placements in Live Text can take several weeks. Please be patient and wait to receive the email letting you know your placement is active.\***

## UNC POLICIES

**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.

**Disability Resources**

It is the policy and practice of the University of Northern Colorado to create inclusive learning environments.  If there are aspects of the instruction or design of this course that present barriers to students’ inclusion or to accurate assessments of students’ achievements (e.g. time-limited exams, inaccessible web content, use of videos without captions), students should please communicate about these aspects with their instructor(s) professor and contact Disability Resource Center (DRC) to request accommodations.

Office: (970) 351-2289, Michener Library L-80.

Students can learn more here: [www.unco.edu/disability-resource-center](http://www.unco.edu/disability-resource-center).

**Title IX**

The University of Northern Colorado is committed to providing a safe learning environment for all students that is free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. Students who have experienced (or who know someone who has experienced) any of these incidents should know that they are not alone. UNC has staff members trained to support students to navigate campus life, to access health and counseling services, to provide academic and housing accommodations, to help with legal protective orders, and more.

Please be aware all UNC instructors and most staff members are required to report their awareness of sexual violence to the Office of Institutional Equity and Compliance (OIEC).   This means that if students tell an instructor about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, the instructor must share that information with the Title IX Coordinator, Larry Loften. Larry or a trained staff member in OIEC will contact the reporting students to let them know about accommodations and support services at UNC as well as their options to pursue a process to hold accountable the person who caused the harm to them. Students who have experienced these situations are not required to speak with OIEC staff regarding the incident. Students’ participation in OIEC processes are entirely voluntary.

If students do not want the Title IX Coordinator notified, instead of disclosing this information to the instructor, students can speak confidentially with the following people on campus and in the community. They can connect you with support services and help explore options now, or in the future.

UNC’s Assault Survivors Advocacy Program (ASAP): 24 Hr. Hotline 970-351-4040 or www.unco.edu/asap

UNC Counseling Center: 970-351-2496 or http://www.unco.edu/counseling

UNC Psychological Services: 970-351-1645 or http://www.unco.edu/cebs/psych\_clinic

Students who are survivors, who are concerned about someone who is a survivor, or who would like to learn more about sexual misconduct or report an incident, can visit www.unco.edu/sexual-misconduct.  Students may also contact OIEC at 970-351-4899 or email titleix@unco.edu.

**Academic Integrity**

Students are expected to practice academic honesty in every aspect of this course.  Students who engage in academic misconduct are subject to grading consequences with regard to this course and/or university disciplinary procedures through the Dean of Students Office. More information about the academic misconduct process can be found in UNC’s Student Code of Conduct (BEAR Code).

**Attendance**

Students are expected to attend class regularly. Each instructor determines the relationship between class attendance, the objectives of the class, and students’ grades. Instructors are responsible for articulating their attendance policies and their effect on grades to students. Students are responsible for knowing the attendance policy of each course. Only the instructor can approve students’ absences. Students are responsible for requesting such approval. In an effort to create inclusive learning environments, this instructor should not require doctors’ notes to determine whether or not to excuse an absence.

**COVID-19**   
With the current global pandemic, the safety and well-being of our Community of Bears requires each of us to be prepared to do our part to protect the health of our entire campus community, as well as our friends, families, and neighbors.

The COVID-19 pandemic is a complex, challenging, and fluid situation, which continues to evolve.  Therefore, students should review frequently the Return to Campus website: https://www.unco.edu/return-to-campus/ for updated information. UNC will follow applicable legal requirements and federal, state, and county public health recommendations and mandates in all decisions related to university operations.

To mitigate the spread of COVID-19, students, faculty and staff are expected to follow university requirements about wearing face coverings when on campus, including in the classroom.  Additionally, members of the university community are expected to follow physical or social distancing requirements by keeping at least 6 feet from others, covering their coughs, and practicing good hand hygiene.

Persons who fail to adhere to these requirements will be reminded of them so that they can address and correct their noncompliance.  Thereafter, persons who fail to correct their behavior will be asked to leave the classroom (until such time as they comply with UNC’s requirements) and may be referred to the Dean of Students Office or Human Resources.  It is important that all members of the university community work together to do all we can to keep our community safe.

**Equity and Inclusion**

The University of Northern Colorado (UNC) embraces the diversity of students, faculty, and staff. UNC honors the inherent dignity of each individual, and welcomes their unique perspectives, behaviors, and world views. 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, sizes and/or shapes are strongly encouraged to share their rich array of perspectives and experiences. Course content and campus discussions will heighten your awareness of others’ individual and intersecting identities. For information or resources, contact Chief Diversity Officer, Dr. Tobias Guzman, at 970-351-1944.  If students want to report an incident related to identity-based discrimination/harassment, visit [www.unco.edu/institutional-equity-compliance](http://www.unco.edu/institutional-equity-compliance).

**Food Insecurity and Basic Needs**

Research shows that college students experience food insecurity at higher rates than the American household rate, and that food insecurity can negatively impact academic performance and persistence. In recognition of this problem, UNC offers assistance to students facing food insecurity through an on- campus food pantry. The Bear Pantry is located in University Center 2166A and is open for regular hours throughout the semester.  Please visit www.unco.edu/bear-pantry for more information.

Students who face challenges securing their food or housing and believe this may affect their performance in this course are also urged to contact Student Outreach and Support (SOS), which is part of the Dean of Students Office. SOS can assist students during difficult circumstances, which may include medical, mental health, personal or family crisis, illness or injury. The Dean of Students Office/SOS can be reached at dos@unco.edu or via phone at 970-351-2001.

**Land Acknowledgment**

The University of Northern Colorado occupies the lands in the territories of the Ute, Cheyenne, and Arapaho peoples. The University acknowledges the 48 tribes that are historically tied to the state of Colorado. Thus, the land on which UNC is situated is tied to the history and culture of our native and indigenous peoples. UNC appreciates this connection and has great respect for this land. Additionally, the University community pays its respect to Elders past, present, and future, and to those who have stewarded this land throughout the generations.

As part of the learning and reflection process please visit https://native-land.ca/ or call the Office of Equity & Inclusion at 970-351-1944.

## FORMS

### Professional Disposition 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 regarding 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:

|  |
| --- |
|  |

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 the  school 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 keep  professional 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 based  upon 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 not  follow 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 situation | ☐Conveys a high level of confidence and competence when interacting with learners, peers, and colleagues in small and large group situations |  |

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

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

### Field Assessment Form - Elementary

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 (including characteristics of CLD student and students with special needs, as well as Science of Reading). Redirects students but not able to answer many of students’ questions. | Substantial content knowledge (including characteristics of CLD student and students with special needs, as well as Science of Reading); 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 (including characteristics of CLD student and students with special needs, as well as Science of Reading). Able to answer most questions. Integration of content is authentic, meaningful, and useful for students. | Expert knowledge of content (including characteristics of CLD student and students with special needs, as well as Science of Reading). 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 (including CLD students, students with special needs, and struggling readers). | Instruction is coherent and focused. Lesson demonstrates substantial planning and thoughtful implementation. Learning is evident for most students (including CLD students, students with special needs, and struggling readers). | Instruction is planned in detail and effective for all students. Attention to individual students’ needs is evident. Students engaged in higher-level thinking (including CLD students, students with special needs, and struggling readers). | Instruction is confident. Original lesson plan employs a variety of methods. Adapts instruction while teaching. Learning is evident for a wide range of learners (including CLD students, students with special needs, and struggling readers). |
| **C**  ASSESSMENT | No evidence of assessment. No connections made between assessment and instruction. | Some evidence of assessment strategies (including strategies for the Science of Reading when applicable), 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 assessment strategies (including strategies for the Science of Reading when applicable), to provide students with constructive feedback. | Develops and uses a variety of formal and informal assessment strategies (including strategies for the Science of Reading when applicable), 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 (including strategies for the Science of Reading when applicable). |
| **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; keeps 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. | 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 boundaries  Self-evaluates in a realistic way; makes thoughtful changes based upon reflection; views teaching as a learning process. |

|  |
| --- |
| 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).

* If a placement terminates due to the performance/disposition of the teacher candidate and a second placement is to be considered, a meeting of the Program Coordinator and teacher candidate will determine next steps in the program.

### 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.

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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.

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

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*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.

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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.

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