

K-12 Art PTEP

K-12 Professional Teacher Education Program

EDFE 444 Student Teaching Handbook For **Art Majors Only**

Prepared for:
Art K-12 Student Teachers
&
University Supervisors

K-12 Art PTEP

The K-12 Professional Teacher Education Program (PTEP) prepares candidates in the licensure areas of Art, Music, Physical Education, Special Education, grades K-12. The K-12 PTEP is a standards-based teacher preparation program that provides each teacher candidate with the opportunity to integrate knowledge and skills acquired from general education course work, content area course work, various education courses, and field experiences at local school sites. The purpose of the K-12 PTEP is to assist a teacher candidate in meeting the *Colorado Performance-Based Standards for Teacher Licensure*.

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EDFE 444—Student Teaching (12 credit hours)

Prerequisites:

EDFE 130. Meets student teaching requirement for certification. S/U graded.
Repeatable, maximum of 15 credits, under different subtitles.

Course Description:

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

EDFE 444 course activities and field experiences include 16 weeks of supervised student teaching (2 eight-week placements) and active participation in ART 466, Student Teaching Seminar. A full student teaching assignment is defined as a minimum of 16 weeks in a school setting from at least 8:00 a.m. to at least 4:00 p.m., Monday through Friday. During this time, the student teacher assumes full responsibility for classroom instruction and other school related professional roles.

Colorado Academic Standards in Art:

This student teaching experience provides objective and reflective evaluations of student teachers' application of the K-12 Colorado Academic Standards in Art to their instructional planning and execution.

Standard One: Observe and Learn to Comprehend

Standard Two: Envision and Critique to Reflect

Standard Three: Invent and Discover to Create

Standard Four: Relate and Connect to Transfer

CDE Performance Based Standards:

This student teaching experience provides objective and reflective feedback and/or evaluation of the student teacher's direct application of the CDE Performance Based Standards to their instructional planning and execution.

Standard One: Knowledge of Literacy (Reading)

1.1 Beginning teachers are able to plan and organize literacy instruction based on content needs.

- 1.2 Beginning teachers understand the use of cueing systems.
- 1.3 Beginning teachers support reading and writing through relationships among reading, writing, and oral language.
- 1.4 Beginning teachers develop reading comprehension.
- 1.5 Beginning teachers promote student independent reading.
- 1.6 Beginning teachers use reading to accomplish a variety of tasks, including reading for pleasure, reading for information, and reading to solve problems.

Standard I: Knowledge of Literacy (Writing)

- 2.1 Beginning teachers are able to plan and organize writing instruction based on ongoing assessments.
- 2.2 Beginning teachers are able to develop instruction that enables students to write for a variety of purposes, for different audiences, and in multiple genres.
- 2.3 Beginning teachers are able to develop students' knowledge of conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.
- 2.4 Beginning teachers are able to support writing through relationships among reading, writing, and oral language.
- 2.5 Beginning teachers are able to develop writing proficiency.

Standard II: Knowledge of Mathematics

- 2.1 Develop in students an understanding and use of: number systems and number sequences; geometry; measurement; statistics and probability; functions and use of variables.
- 2.2 Utilize Colorado Model Content Standards in Mathematics for the improvement of instruction.

Standard III: Knowledge of Standards and Assessment

- 3.1 Design short and long-range standards-based instructional plans.
- 3.2 Develop valid and reliable assessment tools for the classroom.
- 3.3 Develop and utilize a variety of informal and formal assessments, including rubrics.
- 3.4 Assess, compare and contrast the effects of various teaching strategies on individual student performance relative to content standards.
- 3.5 Use assessment data as a basis for standards-based instruction.
- 3.6 Provide effective verbal and written feedback that shapes improvement in student performance on content standards.
- 3.8 Ensure that instruction is consistent with school district priorities and goals, the Colorado Model Content Standards, and the 1999 Colorado Accreditation Program.

Standard IV: Knowledge of Content

- 4.1 Utilize content knowledge to ensure student learning.
- 4.2 Enhance content instruction through a thorough understanding of all Colorado model content standards.
- 4.3 Apply expert content knowledge to enrich and extend student learning.

4.4 Integrate literacy and mathematics into content area instruction.

Standard V: Knowledge of Classroom and Instructional Management

- 5.1 Create a learning environment characterized by acceptable student behavior, efficient use of time, and disciplined acquisition of knowledge, skills, and understanding.
- 5.2 Apply sound disciplinary practices in the classroom.
- 5.3 Apply appropriate intervention strategies and practices to ensure a successful learning environment.
- 5.4 Raise the academic performance level of a group of students, over time, to a higher level.
- 5.5 Understand the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem solving, invention, memorization, and recall) and ensure attention to these learning processes so that students can master content standards.
- 5.6 Work in cooperation with library media and other resource specialists in providing student instruction on how to access, retrieve, analyze, synthesize, and evaluate information, and integrate these information literacy skills into the curriculum to accomplish standards-based learning activities.
- 5.7 Accurately document and report ongoing student achievement.
- 5.8 Communicate with parents and guardians effectively in order to involve them as participants and partners in student learning.
- 5.9 Communicate a variety of assessment results, and their implications to students, parents, guardians, professionals, administrators, and the community.

Standard VI: Knowledge of Individualization of Instruction

- 6.1 Employ a wide range of teaching techniques to match the intellectual, emotional, and social level of each student, and choose alternative teaching strategies and materials to achieve different curricular purposes.
- 6.2 Design and/or modify standards-based instruction in response to diagnosed student needs, including the needs of exceptional learners and English language learners.
- 6.3 Utilize his/her understanding of educational disabilities and giftedness and their effects on student learning in order to individualize instruction for those students.
- 6.4 Teach students within the scope of teachers' legal responsibilities and students' educational rights, and follow procedures as specified in state, federal, and local statutes.
- 6.5 Develop and apply individualized education plans.
- 6.6 Collect data on individual student achievement and be accountable for each child's learning.
- 6.7 Use specific knowledge of student medical conditions and medications and their possible effects on student learning and behavior.

Standard VII: Knowledge of Technology

- 7.1 Apply technology to the delivery of standards-based instruction.
- 7.2 Use technology to increase student achievement.
- 7.3 Utilize technology to manage and communicate information.
- 7.4 Apply technology to data-driven assessments of learning.
- 7.5 Instruct students in basic technology skills.

Standard VIII: Democracy, Educational Governance, and Careers in Teaching

- 8.1 Model and articulate the democratic ideal to students, including: the school's role in developing productive citizens; the school's role in teaching and perpetuating the principles of a democratic republic.
- 8.2 Develop, on the part of the students, positive behavior and respect for the rights of others, and those moral standards necessary for personal, family, and community well being.
- 8.5 Evaluate his/her own performance and assess the professional development options necessary to improve that performance.

Standard IX: Diversity

- 9.1 Recognize and understand how students differ from one another.
- 9.2 Create an environment that allows for diversity by providing appropriate learning opportunities for individuals with diverse backgrounds, experiences, abilities, values, and perspectives.
- 9.3 Selects materials that meet the needs of a variety of learners.

Standard X: Professional Behavior

- 10.1 Communicate respect, sensitivity, and caring toward students, colleagues, parents, and the community.
- 10.2 Demonstrate appropriate professional behavior including dress, demeanor, and initiative.
- 10.3 Understand and apply legal and ethical practices of teaching.
- 10.4 Demonstrate an understanding of school reform issues.

Outcomes:

Teacher candidates who successfully complete the Art K-12 PTEP program should be able to:

- demonstrate proficient knowledge of art content in relationship to national and state art standards;
- demonstrate a knowledge of art as related to literacy (reading/writing) and mathematics, and use this knowledge to design, implement, and assess effective integrated learning experiences for students in their art classrooms at the elementary and secondary levels;
- utilize technology effectively to support instruction, to assess student learning, and to advance students' technological literacy;
- demonstrate respect for cultural diversity and individual differences, and recognize the entire continuum of students' intellectual strengths to design, adapt, and deliver curriculum to address this diversity;
- identify, organize, and manage instructional strategies and learning environments which support every students' intellectual, social, emotional, physical, and self-expressive development;

- promote students' understanding and appreciation of democratic ideals by articulating, modeling, and reinforcing underlying democratic principles and beliefs including respect for the rights of others and concern for community well-being;
- articulate personal beliefs about and commitment to the educational profession and to teaching as a career, and demonstrate professional dispositions which embody this commitment;
- develop a personal intellectual structure that supports inquiry, learning, teaching, and reflective problem solving;
- demonstrate a professional demeanor of educational excellence and commitment to upholding professional standards and ethical codes.

Course Objectives

To provide K-12 art teacher candidates with opportunities to develop the skills necessary to assume full responsibility of the art classroom during student teaching, as well as other professional roles in the school.

To provide K-12 art teacher candidates with opportunities to demonstrate:

- content knowledge,
- classroom management techniques/strategies that facilitate student learning,
- effective instructional skills,
- an understanding of the developmental stages of students,
- teacher /student interactions that promote a classroom climate for learning,
- and positive and constructive communication skills with colleagues, parents, and other members of the school community

Required Readings:

K-12 Professional Teacher Education Program-Student Teaching Handbook
(online at <http://www.unco.edu/cebs/teachered/k12.html>).

Responsibilities of Student Teacher:

- * Attend the Student Teaching Orientation Session.
- * Complete 16 weeks of student teaching (missed time must be made up).
- * Attend seminar sessions and complete all seminar-required work.
- * With the Cooperating Teacher complete the Student Teaching Development Plan and submit to the University Supervisor.
- * Plan lessons on a weekly and daily basis and submit the plans to the cooperating teacher for review and recommendations **prior** to teaching the lesson. Lesson plans must be made available to the University Supervisor on each visit.
- * Demonstrate competency in teaching art as assessed on the art education assessment instrument.
- * Conform and comply with the teacher's, the host school's and the district's rules, policies, and standards for professional behavior.
- * Participate in all of the activities expected of the art classroom teacher including arriving and leaving at appropriate times (**it is the student teacher's responsibility to call the school and the cooperating teacher in the event of illness; missed time will be made up**).
- * Turn in appropriate schedule of classes for each placement to the University Supervisor.

Grading Criteria for EDFE 444:

A grade of S/U is assigned for EDFE 444 based on the following:

- * Attendance at the Orientation Session.
- * Completion of a Student Teaching Development Plan (submitted to university supervisor).
- * Completion of 16 weeks of student teaching
- * Attendance and completion of ART 466 Student Teaching Seminar (failure to meet this requirement will result in an "unsatisfactory" in student teaching).
- * Demonstration of a competency skill level on the student teaching art assessment instrument.
- * Satisfactory final evaluations from the Cooperating Teacher and the University Supervisor.

Students with disabilities:

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.

Art 466: Visual Arts Student Teaching Seminar

One Credit Hour

Class to be taken concurrently with EDFE 444: Student Teaching

Course Description:

Art 466 provides a structured setting to reflect on the student teaching experience and to prepare portfolio materials. It is the culmination of the Art Education Program at UNC and the opportunity to apply and evaluate the Colorado Performance Based Standards for Colorado teachers. Teacher candidates must demonstrate competencies defined by the Colorado Performance Based Standards for Colorado teachers at a proficient or advanced level. Art 466 also provides the opportunity to demonstrate the competencies delineated by the Colorado Department of Education Teacher Licensure Standards and to demonstrate the ability to apply the Colorado Academic Standards to the public school classroom.

Course Objectives:

To provide encouragement and guidance for in depth reflection and evaluation of individual teaching environments and personal competencies.

To complete a work sample and other portfolio artifacts indicating teaching competencies based on the Performance Based Standards for Colorado teachers.

To provide support and information necessary for a successful student teaching experience.

Course Requirements:

Attendance at all seminar sessions—it is the responsibility of the student teacher to notify the university supervisor and make arrangements for any emergencies that may arise.

Preparation for seminar discussion.

Participation in the Blackboard online discussion board.

Thoughtful, evaluative participation in seminar discussion.

Completion of work sample and portfolio artifacts.

Method of Evaluation:

Course will be graded A-F.

Attendance and participation at seminar sessions---50%

Completion of work sample and portfolio requirements---50%

Grades will be determined by the student's contribution and participation in each meeting of the seminar as well as the completed work sample assessed at the proficient or higher level.

Course Content: Content items include but are not limited to the following topics:

1. Getting started in student teaching—Classroom management, student needs
Identify and describe a student who is off task or disruptive because he/she a) needs attention b) doesn't seem to understand what to do/lacks motivation or c) keeps pushing the limits.

2. Management, special circumstances

Does your school provide teacher training on student alcohol and/or drug abuse, gang activity and child abuse? Is there a school policy for each?

3. Curriculum development

What drives the curriculum in your school? Interview your cooperating teacher. Have you seen any paper curriculum documents that will give you the official viewpoint? School newsletters to parents? Observe what seems to be important in the art classroom.

4. Students with special needs.

Do you have any special needs students in your classrooms? What classifications? What is being done to ensure a successful experience for these students? Does it work?

5. Student assessment and evaluation

How is student assessment/evaluation handled in either of your teaching assignments? How would you adapt or adopt the process to your philosophy? What would you do?

6. Technology in the classroom

What worked, what didn't and what do you do now?

7. Budget and resources

How does planning a budget, ordering supplies and finding materials work in your situation?

8. Classroom environment

What have you learned about structure and emotional environment in the classroom?

9. Evaluation of a lesson

Were students engaged, how did they demonstrate understanding, and how did you adjust as you taught the lesson?

10. Resume writing and career search

Meet with representatives from Career Services to learn about interview skills and resume writing.

11. Licensure requirements for Colorado

Meet with UNC licensure supervisor to get information and packet for applying for licensure in Colorado.

12. What is a "good" teacher

Student Teaching Development Plan

One of the most commonly asked questions during the student teaching experience has to do with the timing of the teacher candidate's teaching responsibilities. The teacher candidate should assume and release teaching responsibilities in a planned, gradual manner. The *Student Teaching Development Plan* is designed as a "road map" for specific, week-by-week time line that indicates the teaching duties and other professional duties to be assumed by the teacher candidate during student teaching experience.

The plan should be jointly developed during the first two weeks of the student teaching assignment by the teacher candidate and the cooperating teacher. The plan needs to be submitted to the university supervisor during his/her first visit.

The following suggested schedule is recommended by the K-12 PTEP faculty (each of the areas may be compressed or extended according to the readiness of the particular teacher candidate).

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

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

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

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

Week 5-7: Fulltime teaching responsibilities.

Week 8: Begin to release responsibilities back to cooperating teacher(s).

Student Teaching Development Plan

Example Only

(This plan should represent a “best fit” schedule that meets the needs of the teacher candidate.)

Teacher Candidate: ----- **Subject/Grade:** -----

School: ----- **Cooperating Teacher:** -----

University Supervisor: ----- **Date:** -----

Student Teaching Development Plan

(Example only; teacher candidate’s plan may require a more extensive week by week narrative of student teaching activities.)

Week 1: Familiarize self with students, staff, classes, and school. Participate in unit and staff meetings. Examine textbooks and curriculum guidelines. Observe administrative and procedural tasks.

Week 2: Plan lessons with C.T. and teach lessons under C.T.’s plans. Continue with all of the above.

Week 3: Plan and teach more lessons under C.T.’s plans. Plan and teach own lessons. Work toward one full day of instruction. Continue with all the above.

Week 4: Prepare and teach lessons daily. Add teaching responsibilities until full load is reached. Review midterm evaluation with C.T. and University Supervisor.

Week 5-7: Take full responsibility of classes.

Week 8: Release responsibilities and implement closure activities with classes. Discuss final evaluations with C.T. and University Supervisor.

Student Teacher’s Signature

Cooperating Teacher’s Signature

University Supervisor’s Signature

Student Teaching Development Plan

(This plan should represent a “best fit” schedule that meets the needs of the teacher candidate.)

Teacher Candidate: ----- **Subject/Grade:** -----

School: ----- **Cooperating Teacher:** -----

University Supervisor: ----- **Date:** -----

Student Teaching Development Plan
(Insert week number(s) & dates accordingly.)

Week(s) _____:

Week(s) _____:

Week(s) _____:

Week(s) _____:

Week(s) _____:

Week(s) _____:

Student Teacher’s Signature

Cooperating Teacher’s Signature

University Supervisor’s Signature

Responsibilities of the Cooperating Teacher

To best facilitate this experience for the student teacher, it is suggested that the cooperating teacher be responsible for:

- Preparing the class for the student teacher;
- Collecting a set of textbooks for the student teacher and providing him/her with helpful materials such as school bulletins, schedules, class rolls, school handbooks, and curriculum guides;
- Providing a work and study area or space in the classroom for the student teacher, if as all possible;
- Welcoming the student teacher by familiarizing him/her with the school building, introducing him/her to the principal and other school personnel, and providing him/her with time to visit and observe throughout the school;
- Assisting the design of a *Student Teaching Development Plan* with the student teacher;
- Explaining methods of keeping attendance, homeroom records, grade and report cards, cumulative folders, and other necessary records;
- Scheduling a conference with the student teacher at least once a week. Impromptu conferences may occur daily depending on the student teacher's needs and the cooperating teacher's time;
- Meeting with the university consultant on a regular basis to assess the student teacher's progress;
- Evaluating the student teacher frequently on an informal and formal basis (mid-term and final) and sharing these evaluations openly with the student teacher;
- Informing the principal and the university consultant immediately should the student teacher encounter serious problems;
- Submitting a word-processed, final evaluation of the student teacher to the university supervisor by the final week of the student teaching assignment.

Responsibilities of the University Supervisor

The university supervisor will be responsible for:

- Maintaining open communication and good personal relationships with the student, the cooperating teacher, and the principal;
- Clarifying the University's expectations for the roles of the student teacher, the cooperating teacher, and the principal;
- Scheduling regular meetings with the cooperating teacher to assess the student teacher's progress;
- Assisting the cooperating teacher in developing a *Student Teaching Development Plan* for the student teacher;
- Observing the student teacher in teaching situations;
- Keeping informed of the student's progress through observations and conferences with the student teacher and the cooperating teacher;
- Completing and filing written log reports of all visits (the university supervisor will visit at least six times during the assignment; an initial visit, four observations; and a final visit);
- Assess the student's work sample as depicted on the work sample rubric;
- Considering the progress of the student teacher as mid-term and revising the *Student Teaching Development Plan* (with the assistance of the cooperating teacher) if appropriate;
- Submitting final evaluations (from the university supervisor and the cooperating teacher), and submitting a final grade for the student no later than the University's final week of the semester;
- Discussing the student teacher's experience with the building principal prior to the end of the student teaching experience.

Status of the Student Teacher in Colorado

Colorado law states, as part of the “Cooperative Teacher Education Act of 1973” (as amended in 1975):

“123-45-5 Authority and status of student teachers

- (1) Any student teacher, during the time that each student is assigned to a field experience within a public school, shall be deemed to be a public employee of the school district within the meaning of the “Colorado Governmental Immunity Act”. The duties and responsibilities of the student teacher shall be determined by mutual agreement between the school district and the authorized representative of the college.*

- (2) The student teacher, during his field experience, shall be deemed an employee of the school district pursuant to the provisions of sections 81-2-2 and 81-2-7, C.R.S. 1963, for the purpose of workmen’s compensation and liability insurances as provided for other district employees.”*

Information Regarding Criminal Arrests & Current Judicial Proceedings

A policy of the **Professional Education Council** is to preserve the integrity of, and avoid embarrassment for, the teacher candidate, the faculty, and the University in regard to teacher education candidates who have been convicted of a felony and/or against whom a criminal charge is currently pending. This need for integrity and to avoid possible embarrassment is recognized as being particularly important during any field experience.

The intent of the **Professional Education Council** in seeking student awareness of the above policy is to:

- Ascertain if the prospective teacher candidate is eligible for licensure in light of the State of Colorado statute that identifies the legal requirements which guide the Colorado State Department of Education when licensing teachers. The statute states, in part, that licensed teachers “shall be of good moral character;”
- Avoid embarrassment to the teacher candidate in the event that current charges are made known to the field supervisor, or that the charges are brought to trial while the teacher candidate is participating in a field experience.

All applicants for the *K-12 Professional Teacher Education Program* must complete a **Felony Oath Statement** and submit it with their K-12 PTEP application packet prior to the first classroom experience in Phase I. A similar oath statement is required by the State of Colorado when the teacher candidate applies for licensure.

If a teacher candidate has been or is under charge for a felony, he/she/ must immediately set up an appointment with the Coordinator of the K-12 PTEP regarding his/her licensure status as a teacher. A teacher candidate must bring the completed Felony Oath Statement to the meeting.

non-certified personnel) are eligible substitute teachers. The status of the student teacher is that he/she is responsible for his/her own acts unless the University of public school personnel are materially negligent in defining and supervising the student teacher’s school activities.

Some Final Important Notes

Licensure

In order to fulfill a teaching contract, a prospective teacher must be licensed by the state in which he/she is to be employed. Licensure by the state is NOT an automatic event upon graduation and must be initiated by the STUDENT.

One is eligible to apply for a provisional license when he/she have completed their approved teacher preparation program and taken the state mandated assessment tests. If you desire licensure from the State of Colorado, you will need to obtain the necessary forms from McKee 216. Failure to request licensure upon completion of your program may mean additional course work if other State requirements are added prior to requesting licensure.

For certification in other states, you will need to contact that state department of education early during your student teaching semester.

Career Services

The Career Services/Placement Center at UNC assists students in career counseling, testing, résumé writing, interviewing techniques, job search strategy and internships. Personal credential files containing academic information and recommendations are housed in the Career Services Center.

Other benefits allowed to the participants who have a credential file are vacancy listings, placed on the referral services, and the opportunity to participate in on-campus interviewing. Recruitment materials are housed in the reference library and several school district videos are also available for viewing.

The Career Services Center hosts several credential file orientations through out the year. Career Services also hosts the tenth largest Teacher Recruitment Fair in the nation. School districts from as far away as Guam come to interview UNC graduates for teaching opportunities. Career Services is housed in The University Center on the main floor.

Employment

Frequently, cooperating school districts express a desire to employ the student teacher during the student teaching experience. However, student teachers are not permitted to accept payment for a teaching assignment from a district during the time period designated as the “student teaching experience” unless prior approval has been given by the Coordinator of the K-12 PTEP.

Appendix A: A Checklist of Art Education Student Teaching Forms

1. Lesson Observation Evaluation Form --- Includes a checklist and cover sheet

Cooperating Teachers and *University Supervisors* complete two (2) Lesson Observation Evaluation Forms for each placement.

Make decisions based on achievement at proficiency levels for a **NOVICE TEACHER** when evaluating the performance indicators on the checklist. Student teachers may not be demonstrating each of the indicators on the checklist for every lesson, so *Cooperating Teachers* can evaluate the indicators over time, during different lessons.

Remember, each student teacher needs **two (2)** Lesson Observation Evaluation Forms from their *CT* and *University Supervisor* for **each** placement.

2. Standards Evaluation Rubric --- Includes a rubric and cover sheet

The *Cooperating Teacher* and *University Supervisor* need to complete two (2) Standards Evaluation Rubrics for each placement.

3. Final Evaluation--- Each student teacher needs a Final Evaluation for each placement.

The *Cooperating Teachers* and *UNC Supervisors* **must complete** a Final Evaluation or the student teacher does not get a grade for student teaching.

Go to: [UNCSurvey.org](https://www.uncsurvey.org) to complete the final evaluations.

4. Exit Survey --- Student teachers **must complete** the Exit Survey in order to get a grade for student teaching.

Go to: [UNCSurvey.org](https://www.uncsurvey.org) to complete the exit survey.

Appendix B: Lesson Observation Checklist & Evaluation Form

1. General Information

Student Teacher:

Bear Number:

Cooperating Teacher:

UNC Supervisor:

School Name:

Grade Level Observed:

Date:

2. Please select the appropriate evaluator role

Cooperating Teacher: _____ University Supervisor: _____ Other: _____

3. Please select the appropriate document status

_____ 1st Observation _____ 2nd Observation _____ 3rd Observation _____ Other

Directions: Please respond to the following items by selecting the appropriate letters based on the following scale:

D=The student teacher demonstrates acceptable content knowledge and understanding.

ST inconsistently demonstrates an acceptable level of ability to apply knowledge and understanding in the classroom setting, to assess student learning, and to evaluate teaching performance.

P=The student teacher demonstrates substantial content knowledge and understanding.

ST demonstrates the ability to apply knowledge and understanding in a classroom setting, to assess student learning, and to evaluate teaching performance.

A= The student teacher demonstrates comprehensive content knowledge and understanding.

ST consistently applies knowledge and understanding in the classroom and skillfully integrates it into an overall lesson. The teacher candidate consistently evaluates student learning and teaching effectiveness in order to guide subsequent instruction.

Lesson Planning

4. _____ ST has appropriate instructional materials ready for use at the beginning of the lesson. (9.3)
5. _____ ST plans learning activities that directly address the objectives outlined for the lesson. (3.1, 4.2)
6. _____ ST plans for student outcomes by aligning objectives with appropriate benchmarks of the Colorado Academic Standards. (4.2, 3.8)
7. _____ ST plans for the motivation of student learning for the lesson. (5.1, 5.4, 5.5)
8. _____ ST plans for meeting the needs of diverse and exceptional learners through extension and/or modification of instructional tasks. (4.3, 5.5, 6.2, 6.3, 6.5)
9. _____ ST plans informal assessment activities that assess student progress toward achieving the lesson objectives. (3.2, 3.3)
10. _____ ST plans formal assessment activities that assess student progress toward achieving the lesson objectives. (3.2, 3.3)

Lesson Implementation

11. _____ ST provides directions for instructional tasks that are clear and explicit. (5.1)
12. _____ ST employs a variety of instructional strategies to meet students varied learning needs, to support varied curricular purposes, and to ensure a successful learning environment. (5.3, 6.1, 6.3)
13. _____ ST engages students via effective questioning techniques and verbal feedback. (3.6, 5.3, 9.2)
14. _____ Students are actively engaged in meaningful learning activities when working in groups or individually. (3.6, 5.3, 9.2)
15. _____ ST maintains the flow of instruction through appropriately sequenced learning tasks and smooth transitions. (5.1, 5.3)
16. _____ ST facilitates lesson closure by helping students identify lesson purpose, what they have learned, whether they have met the objectives, and connections to past and/or future learning. (5.1, 5.4, 5.5)
17. _____ ST informally assesses student outcomes toward achieving the lesson objectives. (3.2, 3.3)
18. _____ ST formally assesses student outcomes toward achieving the lesson objectives. (3.2, 3.3)
19. _____ ST maintains acceptable student behavior by applying sound disciplinary and

management practices during classroom activities. (5.1, 5.2)

20. _____ ST demonstrates respect, sensitivity, and caring toward ALL students. (10.1)

Content Skills including Technology, Literacy, & Mathematics Integration

21. _____ ST uses effective written and oral language skills to deliver sound content knowledge toward ensuring student learning. (1.4, 4.1, 4.3)

22. _____ ST applies content knowledge in ways that enrich and extend student learning. (4.3)

23. _____ ST integrates technology into his/her planning and content instruction. (7.1)

24. _____ ST appropriately integrates literacy into his/her content instruction. (1.2, 4.4)

25. _____ ST appropriately integrates mathematics into his/her content instruction. (2.1 4.4)

26. _____ **Reflection:** ST accurately evaluates own performance and assesses the professional development options necessary to improve that performance. (8.5)

27. Strengths of Lesson:

28. Focus for Improvement:

29. Based on the ratings of each of the instructional categories, the **OVERALL** rating of the lesson is:

_____ ***Advanced** – ST exceeds expectations (*used to make note of exceptional performance).

_____ **Proficient** – ST meets expectations for successful student teaching performance

_____ **Developing** – ST is progressing toward successful student teaching performance

Evaluator's Signature

Teacher Candidate's Signature

30. Please include any additional information you would like to be documented.

Appendix C: Standards Evaluation Rubric

Student Teacher: _____ Bear

#: _____

Licensure Area: _____ Grade Levels Taught: _____

Cooperating Teacher: _____ School: _____

City, State: _____

University Supervisor: _____ Date: _____

Signature of Person Completing this form:

Successful completion of student teaching requires a level of performance of *Proficient* or *Advanced* on all performance standards and related performance indicators on this final evaluation.

Cooperating Teachers' Guidelines:

Before the first visit with the University Supervisor, the Cooperating Teacher and the Student Teacher should discuss and evaluate all performance standards and performance indicators on this Standards Evaluation Rubric.

The performance standards/indicators on this Standards Evaluation Rubric are also cross-referenced (in parenthesis) on the Lesson Observation Checklist Form. The Cooperating Teacher will make two (2) formal observations using the Lesson Observation Checklist Form.

The CT will also complete a second Standards Evaluation Rubric toward the end of the student teacher's placement.

University Supervisor's Guidelines:

First Visit: Pre conference with the Student Teacher and Cooperating Teacher. The student teaching development plan and observation plans will be discussed.

First Observation: All of the performance standards and related performance indicators are to be evaluated. The University Supervisor will make two (2) formal observations and complete a Standards Evaluation Form and a Lesson Observation Checklist for each observation. Feedback will be provided to the Student Teacher.

Cooperating Teacher & University Supervisor Guidelines:

Second Observation: Focus on achievement/growth of each performance standard and related performance indicators **not** at the proficient or advanced level.

Standards and Performance Indicators Assessed

Standard I: Knowledge of Literacy (Reading 1.2, 1.4, 1.5, 1.6 & Writing 2.2, 2.3, 2.5) The teacher candidate shall be knowledgeable about student literacy development in reading, writing, speaking, viewing, and listening			
Level of Performance			
Performance Indicator	Developing	Proficient	Advanced
1.1 Plans and organizes reading instruction based on content needs. (Matches students with appropriate texts/uses published instructional materials, library resources, and technology.)	Teacher candidate demonstrates knowledge and uses several appropriate resources that support content learning.	Teacher candidate demonstrates substantial knowledge and uses many appropriate resources that support content learning.	Teacher candidate demonstrates a comprehensive knowledge and uses many appropriate resources that support content learning.
1.2 Understands the use of cueing systems. In order to meet this standards, teacher candidates will understand: meaning (semantics); visual system (graphophonics); structure of English Language (syntax).	Teacher candidate demonstrates effective use of English language skills most of the time.	Teacher candidate demonstrates effective use of English language skills.	Teacher candidate creates opportunities for students to demonstrate effective use of English language skills.

Standard I: Knowledge of Literacy (Reading 1.2, 1.4, 1.5, 1.6 & Writing 2.2, 2.3, 2.5)			
The teacher candidate shall be knowledgeable about student literacy development in reading, writing, speaking, viewing, and listening			
Performance Indicator	Level of Performance		
	Developing	Proficient	Advanced
2.2 Able to develop instruction that enables students to write for a variety of purposes, for different audiences, and in multiple genres.	Teacher candidate provides opportunities for students to participate in more than one type of writing assignment	Teacher candidate provides opportunities for students to participate in a variety of writing activities.	Teacher candidate effectively uses writing assignments as a central focus of instruction.
<i>Observed by Cooperating Teacher Only</i> 2.3 Able to develop knowledge of conventional grammar usage, punctuation, capitalization, and spelling.	Teacher candidate is beginning to provide some feedback to students regarding their use of grammar and mechanics.	Teacher candidate requires students to use correct grammar and mechanics throughout all writing assignments.	Teacher candidate requires students to use correct grammar and mechanics as a basis for self-evaluation and improvement of individual writing abilities.

Standard II: Knowledge of Mathematics			
The teacher candidate shall be knowledgeable about mathematics and mathematics instruction.			
Performance Indicator	Level of Performance		
	Developing	Proficient	Advanced
2.1 Develop understanding and use of: number systems and sequences; geometry; measurement;	Teacher candidate attempts to integrate mathematics into his/her instruction.	Teacher candidate successfully integrates mathematics into his/her instruction.	Teacher candidate consistently and effectively integrates mathematics into his/her content.

Standard III: Knowledge of Standards and Assessment			
The teacher candidate shall be knowledgeable about strategies, planning practices, assessment techniques, and appropriate accommodations to ensure student learning in a standards based curriculum.			
Performance Indicator	Level of Performance		
	Developing	Proficient	Advanced
3.1 Designs short and long range standards-based instructional plans.	Teacher candidate designs lesson plans that generally contain essential elements (objectives, materials, procedures, assessment). Plans demonstrate an attempt to align objectives, strategies and assessment with standards.	Teacher candidate designs lesson plans that contain essential elements (objectives, materials, procedures, assessment). Plans demonstrate an alignment of most objectives, strategies and assessment with standards.	Teacher candidate designs lesson plans that contain all essential elements (objectives, materials, procedures, assessment). Plans demonstrate thorough alignment of objectives, strategies, and assessment with standards.
3.3 Develops and utilizes a variety of informal and formal assessments, including rubrics.	Teacher candidate is moderately effective in utilizing a variety of assessments during lesson.	Teacher candidate is effective in utilizing a variety of assessments during lesson.	Teacher candidate is highly effective in utilizing a variety of assessments during lesson.
<i>Observed by Cooperating Teacher Only</i> 3.6 Provide effective verbal and written feedback that shapes improvement in student performance on content standards.	Teacher candidate uses only one form of feedback in improving student performance on content standards.	Teacher candidate uses multiple forms of feedback in improving student performance on content standards.	Teacher candidate has a comprehensive plan for providing multiple forms of feedback for improving student performance on content standards.
<i>Observed by Cooperating Teacher Only</i> 3.8 Ensure that instruction is consistent with school district priorities/goals, the Colorado Academic Standards, most recent Colorado Accreditation Program.	Teacher candidate aligns some instruction with district and state priorities and goals.	Teacher candidate aligns instruction with district and state priorities and goals.	Teacher candidate uses multiple strategies that aligns instruction with district and state priorities and goals.

Standard IV: Knowledge of Content			
Secondary content teachers shall be knowledgeable in literacy and mathematics and expert in their content endorsement			
Performance Indicator	Level of Performance		
	Developing	Proficient	Advanced
4.1 Utilize content knowledge to ensure student learning.	Teacher candidate displays basic content knowledge in the planning and deliver of instruction, but is unable to provide content examples beyond the specifics of the lesson.	Teacher candidate displays solid content knowledge in the planning and delivery of instruction and is able to provide content examples beyond specifics of the lesson.	Teacher candidate displays extensive content knowledge in the planning and delivery of instruction with evidence of continuing pursuit of knowledge.
4.4 Integrate literacy and mathematics into content area instruction.	During planning and instruction, the teacher candidate displays an awareness for integrating literacy and math skills into his/her content instruction	During planning and instruction, the teacher candidate utilizes some strategies that integrate literacy and math skills into his/her content instruction.	During planning and instruction, the teacher candidate employs multiple strategies that integrate literacy and math skills into his/her content instruction.

Standard VI: Knowledge of Individualization of Instruction			
The teacher candidate is responsive to the needs and experiences children bring to the classroom including those based on culture, community, ethnicity, economics, linguistics, and innate learning abilities. The teacher is knowledgeable about learning exceptionalities and conditions that affect the rate and extent of student learning and is able to adapt instruction for all learners.			
Performance Indicator	Level of Performance		
	Developing	Proficient	Advanced
6.1 Employ a wide range of teaching techniques to match the intellectual, emotional, and social level of each student, and choose alternative teaching strategies and materials to achieve different curricular purposes.	During planning and instruction, the teacher candidate designs and attempts instructional strategies appropriate to the student population and the curriculum.	During planning and instruction, the teacher candidate incorporates multiple instructional strategies appropriate to the student population and the curriculum.	During planning and instruction, the teacher candidate incorporates multiple and varied instructional strategies appropriate to the student population and the curriculum.
6.2 Designs/modifies standards-based instruction in response diagnosed student needs, including the needs of exceptional learners and English language learners.	Teacher candidate sometimes selects and modifies materials/instruction that are developmentally appropriate and meet the abilities and interests of the students, and provide for remediation and enrichment.	Teacher candidate frequently selects and modifies materials/instruction that are developmentally appropriate and meet the abilities and interests of the students, and provides for some remediation and enrichment.	Teacher candidate almost always selects and modifies materials/instruction that are developmentally appropriate and meet the abilities and interests of the students, and provides for some remediation and enrichment.

Standard VII: Knowledge of Technology			
The teacher candidate is skilled in technology and is knowledgeable about using technology to support instruction and enhance student learning.			
Performance Indicator	Level of Performance		
	Developing	Proficient	Advanced
7.1 Apply technology to the delivery of standards-based instruction	During planning and instruction, the teacher candidate displays an awareness of integrating technology into his/her standards-based instruction.	During planning and instruction, the teacher candidate integrates some technology into his/her standards-based instruction.	During planning and instruction, the teacher candidate integrates multiple types of technology into his/her standards-based instruction
<i>Observed by Cooperating Teacher Only</i> 7.2 Use technology to increase student achievement.	In planning and instruction, the teacher candidate's use of available technology is partially suitable and facilitates achievement of some students.	In planning and instruction, the teacher candidate's use of available technology is suitable and facilitates student achievement.	Teacher candidate demonstrates a creative use of available technology that strongly supports instructional goals and enhances student achievement.

Standard VIII: Democracy, Educational Governance, and Careers in Teaching

The teacher candidate recognizes the school's role in teaching and perpetuating our democratic system.
The teacher candidate knows the relationships among the various governmental entities that create laws, rules, regulations, and policies that determine education practices.

Performance Indicator	Level of Performance		
	Developing	Proficient	Advanced
8.2 Develop, on the part of the students, positive behavior and respect for the rights of others, and those moral standards necessary for personal, family, and community well being.	Teacher candidate's student interactions are generally appropriate, but mutual respect and fairness are inconsistently applied.	Teacher candidate creates an environment of mutual respect and fairness for all.	Teacher candidate consistently reinforces a mutually respectful and fair environment.
8.5 Evaluate his/her performance and assess the professional development options necessary to improve that performance.	Reflection includes one strength and one area of adjustment/improvement for the lesson Either may not be entirely pertinent or accurate to the lesson observed	Reflection includes one pertinent and accurate strength and one area of adjustment /improvement for the lesson observed	Reflection includes one pertinent and accurate strength and one area of adjustment/improvement for the lesson Reflection is thoughtful and insightful

Standard VIII: Democracy, Educational Governance, and Careers in Teaching

The teacher candidate recognizes the school's role in teaching and perpetuating our democratic system.
The teacher candidate knows the relationships among the various governmental entities that create laws, rules, regulations, and policies that determine education practices.

Performance Indicator	Level of Performance		
	Developing	Proficient	Advanced
8.2 Develop, on the part of the students, positive behavior and respect for the rights of others, and those moral standards necessary for personal, family, and community well being.	Teacher candidate's student interactions are generally appropriate, but mutual respect and fairness are inconsistently applied.	Teacher candidate creates an environment of mutual respect and fairness for all.	Teacher candidate consistently reinforces a mutually respectful and fair environment.
8.5 Evaluate his/her performance and assess the professional development options necessary to improve that performance.	Reflection includes one strength and one area of adjustment/improvement for the lesson Either may not be entirely pertinent or accurate to the lesson observed	Reflection includes one pertinent and accurate strength and one area of adjustment /improvement for the lesson observed	Reflection includes one pertinent and accurate strength and one area of adjustment/improvement for the lesson Reflection is thoughtful and insightful

Standard IX: Knowledge of Diversity			
The teacher candidate shall be knowledgeable about and demonstrate respect for cultural diversity.			
Performance Indicator	Level of Performance		
	Developing	Proficient	Advanced
9.2 Creates an environment that allows for diversity by providing appropriate learning opportunities for individuals with diverse backgrounds, experiences, abilities, values, and perspectives.	Teacher candidate creates an environment that recognizes the diverse backgrounds of some students.	Teacher candidate creates an environment that is positive for students with diverse backgrounds.	Teacher candidate creates an environment in which students of all backgrounds, experiences, abilities, values, and perspectives are educated respectfully.

Standard X: Professional Behavior			
The teacher candidate conducts himself/herself in a professional manner.			
Performance Indicator	Level of Performance		
	Developing	Proficient	Advanced
10.1 Communicate respect, sensitivity, and caring toward students, colleagues, parents, and the community.	Teacher candidate maintains positive relationships with colleagues and students to fulfill the duties that the school or district requires.	Teacher candidate demonstrates supportive and cooperative relationships with colleagues and students.	Teacher candidate, in light of various viewpoints and beliefs, demonstrates supportive and cooperative relationships with colleagues and students.
10.2 Demonstrates appropriate professionally behavior including dress, demeanor, and initiative.	Teacher candidate conducts him/herself in an appropriate manner.	Teacher candidate accepts responsibility for his/her professional behavior.	Teacher candidate's actions reflect poise and maturity of a teaching professional.
<i>Observed by Cooperating Teacher Only</i> 10.3 Understand and apply legal and ethical practices of teaching.	Teacher candidate demonstrates an awareness of the legal and ethical practices of teaching.	Teacher candidate demonstrates an awareness of the legal and ethical practices of teaching and applies that awareness.	Teacher candidate demonstrates a full awareness of the legal and ethical practices of teaching and uses this knowledge to achieve professionalism in teaching.

Comments:



Appendix D: Student Teaching Universal Form

Created: June 03 2010, 9:42 AM
 Last Modified: August 23 2010, 2:46 PM
 Design Theme: Basic Green
 Language: English
 Button Options: Labels
 Disable Browser "Back" Button: False

Student Teaching Universal Form REVISED

Page 1 - Question 1 - Choice - One Answer (Drop Down)

Semester Student Teaching

- Fall 2010
- Spring 2011
- Fall 2011
- Spring 2012
- Fall 2012
- Spring 2013
- Fall 2013
- Spring 2014
- Fall 2014

Page 1 - Question 2 - Open Ended - One or More Lines with Prompt

Identify yourself and the student teacher you are evaluating.
 Student teachers: You are evaluating yourself; please enter your information twice, in both green and blue fields. Why? Don't even ask :)

- YOUR First name _____
- YOUR Last name _____
- YOUR Email _____
- ST. TEACHER First Name _____
- ST. TEACHER Last Name _____
- ST. TEACHER Bear
Number _____
- ST. TEACHER Email _____

Page 1 - Question 3 - Choice - One Answer (Drop Down)

What is your race/ethnicity? (Optional)
 Answering this question is optional - Our national NCATE accreditation process requires us to provide information on the demographics of our partner schools, cooperating teachers and university supervisors. A report on this information is available on our website at:
www.unco.edu/cebs/ncate/E1Narrative

- American Indian or Alaska Native
- Black or African American
- Hispanic or Latino

- Native Hawaiian or Other Pacific Islander
- White
- Unknown
- Do Not Wish to Provide

Page 1 - Question 4 - Choice - One Answer (Drop Down)

Program Location

- Undergraduate on-campus
- Undergraduate Lowry (Denver)
- Postbaccalaureate On-campus
- Postbaccalaureate Loveland
- Postbaccalaureate Lowry (Denver)
- Postbaccalaureate Colorado Springs
- All courses online only

Page 1 - Question 5 - Choice - One Answer (Drop Down)

Teacher candidate's content area

- Africana Studies
- Art
- Biology
- Chemistry
- Communication (Speech)
- Early Childhood
- Earth Science
- Elementary
- English
- French
- Geography
- German
- Mexican American Studies
- History
- Mathematics
- Music
- Physical Education
- Physics
- Social Science
- Spanish
- Special Education
- Theatre Arts

Page 1 - Question 6 - Rating Scale - Matrix

These questions apply to ALL Student Teachers:

Teacher Candidates are expected to meet State standards (but not necessarily every single indicator) at the Proficient or Advanced level by the end of the student teaching experience.

Developing: Misunderstands the standard, or performs inconsistently. Needs improvement to pass.

Proficient: Consistently meets the standard's performance indicators. Passes.

Advanced: Exemplary performance, consistently exceeding performance indicator.

N/A=Not observed

	Developing	Proficient	Advanced	N/A
1. Understands cognitive foundations of learning (V.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Intentionally supports oral and written language development (I.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Uses formal and informal assessment strategies to plan, evaluate and strengthen instruction (4.0, III.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Differentiates instruction in response to needs of English Language Learners (VI.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Differentiates instruction in response to needs of students identified as exceptional learners (VI.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Uses technology effectively to increase student achievement (VII.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Fosters active engagement in learning, self motivation, and positive social interaction and creates supportive learning environments (3.4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Appreciates human diversity (IX.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Applies sound disciplinary practices and intervention strategies in the classroom (V.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Provides constructive feedback to students (III.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Articulates and models the democratic ideal to students (VIII.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Strives to meet the needs of all students in a caring, non-discriminatory, and equitable way. (IX.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Is vigilant to bias and prejudice (IX.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Meets legal and ethical responsibilities of a teacher (X.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Follows rules and policies (X.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Is always present and on time,	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

misses or is late only for a true emergency.

17. Dresses and behaves professionally and appropriately for the situation (X.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Demonstrates high quality work and a model work ethic (X.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Is confident, takes on leadership roles when appropriate (X.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Is held in high regard by others (X.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Communicates with parents effectively and respectfully (V.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Establishes a positive collaborative relationship with families and school colleagues (5.2, V, X.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page 1 - Question 7 - Choice - One Answer (Drop Down)

[Ma

I am a...

- Secondary or K-12 Student Teacher
- Elementary or Early Childhood Student Teacher [Skip to 3]
- Cooperating Teacher of a Secondary or K-12 Student Teacher
- Cooperating Teacher of an Elementary/Early Childhood Student Teacher [Skip to 3]
- UNC Supervisor of a Secondary/K-12 Student Teacher
- UNC Supervisor of an Elementary/Early Childhood Student Teacher [Skip to 3]

Page 2 - Question 8 - Rating Scale - Matrix

Secondary and K-12

Teacher Candidates are expected to meet State standards (but not necessarily every single indicator) at the Proficient or Advanced level by the end of the student teaching experience.

Developing: Misunderstands the standard, or performs inconsistently. Needs improvement to pass.

Proficient: Consistently meets the standard's performance indicators. Passes.

Advanced: Exemplary performance, consistently exceeding performance indicator.

N/A=Not observed

	DEVELOPING	PROFICIENT	ADVANCED	N/A
1. Possesses solid content knowledge (IV). Use the next 10 items to report content-specific standards, if available at www.unco.edu/teach/content.html , otherwise skip.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
a. Content rubric item (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Content rubric item (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Content rubric item (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Content rubric item (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

e. Content rubric item (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Content rubric item (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Content rubric item (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Content rubric item (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Content rubric item (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Content rubric item (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Overall Content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Integrates reading, writing, and thinking strategies into content instruction (I.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Integrates mathematics into content instruction (II.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Designs appropriate standards-based lesson plans (III.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Differentiates instruction in response to varied reading and writing skills of students (VI.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Documents and reports student achievement (V.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Promotes teaching as a worthy career (VIII.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Practices culturally responsive pedagogy (IX.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Is intolerant to harassment, bias, and prejudice in others (IX.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Interacts respectfully with all and builds positive relationships (X.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Seeks feedback and uses it constructively (X.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page 2 - Question 9 - Choice - One Answer (Drop Down)

[Ma

I am a ...

- Student Teacher [\[Skip to 5\]](#)
- Cooperating Teacher [\[Skip to 4\]](#)
- University Supervisor [\[Skip to 4\]](#)

Page 3 - Question 10 - Rating Scale - Matrix

Elementary and Early Childhood

Teacher Candidates are expected to meet State standards (but not necessarily every single indicator) at the Proficient or Advanced level by the end of the student teaching experience.

Developing: Misunderstands the standard, or performs inconsistently. Needs improvement to pass.

Proficient: Consistently meets the standard's performance indicators. Passes.

Advanced: Exemplary performance, consistently exceeding performance indicator.

N/A=Not observed

	DEVELOPING	PROFICIENT	ADVANCED	N/A
1. Uses the major concepts, principles, theories, and research related to development of children in teaching (1).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Uses concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills. (2.1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Designs and implements age-appropriate inquiry lessons to teach science, with appropriate use of physical, life, and earth/space sciences concepts (2.2).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Teaches the major math concepts (number and operations, algebra, geometry, measurement, and data analysis and probability) (2.3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Teaches the major concepts and modes of inquiry from the social studies (2.4).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Uses the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts (2.5).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Uses the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health (2.6).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Designs appropriate standards-based lesson plans (III) based on knowledge of students, learning theory, connections across goals, and community (3.1).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Creates instructional opportunities that are adapted to diverse students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(3.2)

10. Uses human movement and physical activity to foster active, healthy life styles and enhanced quality of life (2.7)

11. Uses a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving (3.3)

12. Uses effective verbal, nonverbal, and media communication techniques (3.5)

13. Reflects on own practice; continually evaluates the effects of their professional decisions and actions on students, families & actively seeks out opportunities to grow professionally (5.1)

Page 3 - Question 11 - Choice - One Answer (Drop Down)

[Ma

I am a...

- Student Teacher [Skip to 5]
- Cooperating Teacher [Skip to 4]
- UNC Supervisor [Skip to 4]

Page 4 - Question 12 - Open Ended - Comments Box

Candidate's Strengths

.....
.....
.....

Page 4 - Question 13 - Open Ended - Comments Box

Candidate's areas for growth

.....
.....
.....

Page 4 - Question 14 - Rating Scale - One Answer (Horizontal)

[Ma

Submit a grade recommendation for the teacher candidate. If Incomplete or Unsatisfactory, please alert Marita.Johnson@unco.edu and the appropriate program coordinator immediately

Unsatisfactory

Incomplete

Satisfactory

Page 4 - Question 15 - Rating Scale - Matrix

Please help us improve our programs by providing feedback. Complete this question only once per semester.

	Strongly Disagree	Disagree	Somewhat agree	Agree	Strongly Agree
Expectations for me were clear	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Expectations for the student teacher were clear	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was able to contribute significantly to my student teachers' growth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This final evaluation form is well designed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The lesson observation form is well designed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page 4 - Question 16 - Open Ended - Comments Box

Please provide any other feedback about the UNC Teacher Education Program, your role and experiences in it

Page 4 - Question 17 - Rating Scale - Matrix

Cooperating Teacher: Provide confidential feedback on UNC Supervisor's performance
 UNC Supervisors: Provide confidential feedback on Cooperating Teacher's performance

My partner...

	Strongly Disagree	Disagree	Somewhat agree	Agree	Strongly Agree
Was willing to cooperate with me on mentoring the teacher candidate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is a competent educator	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Was respectful and supportive in interactions with me and with the teacher candidate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided effective mentoring and coaching to the teacher candidate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Put forth adequate effort in mentoring the teacher candidate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[Unconditional Skip to End](#)

Page 5 - Question 18 - Open Ended - Comments Box

In which areas of content knowledge, methods of instruction, assessment, and pedagogy do you feel well prepared?

Page 5 - Question 19 - Open Ended - Comments Box

In which areas of content knowledge, methods of instruction, assessment, and pedagogy do you feel you need more preparation?

Page 5 - Question 20 - Yes or No

Are you a K-12 licensure student who had two placements? If you answer yes, you will see an extra page to evaluate your second cooperating teacher, and if applicable, your second UNC Supervisor

- Yes
- No [Skip to 7]

[Ma

Page 5 - Question 21 - Open Ended - One or More Lines with Prompt

Please evaluate your Cooperating Teacher
Who was your Cooperating Teacher?

- First Name
- Last Name

[Ma

Page 5 - Question 22 - Rating Scale - Matrix

Do you agree that your Cooperating Teacher

	Strongly disagree	Disagree	Somewhat agree	Agree	Strongly agree
Modeled best teaching practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided effective coaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided useful feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coordinated efforts with my UNC Supervisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spent enough time helping me to learn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Was professional and courteous	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Allowed me to assume substantial responsibility for instruction during the final weeks of student teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Should be asked to supervise UNC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[Ma

student teachers again

Page 5 - Question 23 - Open Ended - One or More Lines with Prompt

[Ma

Please evaluate your UNC student teaching supervisor
Who was your UNC Supervisor?

First Name
 Last Name

Page 5 - Question 24 - Rating Scale - Matrix

[Ma

Do you agree that your UNC Supervisor...

	Strongly disagree	Disagree	Somewhat agree	Agree	Strongly agree
Made expectations for my performance very clear	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided effective coaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided useful feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coordinated efforts with my cooperating teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Was punctual, professional, and respectful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Was available and accessible if I needed help or information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How many of your lessons did the supervisor observe? (Mark 5 if 5 or more)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page 5 - Question 25 - Open Ended - Comments Box

Comment on the performance of your UNC Supervisor and cooperating teacher, as well as on your overall student teaching experience

Page 6 - Question 26 - Open Ended - One or More Lines with Prompt

Please evaluate your second Cooperating Teacher
Who was your second Cooperating Teacher?

First Name
 Last Name

Page 6 - Question 27 - Rating Scale - Matrix

[Ma

Do you agree that your second Cooperating Teacher

	Strongly disagree	Disagree	Somewhat agree	Agree	Strongly agree
Modeled best teaching practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided effective coaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Provided useful feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coordinated efforts with my UNC Supervisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spent enough time helping me to learn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Was professional and courteous	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Allowed me to assume substantial responsibility for instruction during the final weeks of student teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Should be asked to supervise UNC student teachers again	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page 6 - Question 28 - Open Ended - One or More Lines with Prompt

Please evaluate your SECOND UNC student teaching supervisor, ONLY if you had two. Who was your UNC Supervisor?

First Name _____

Last Name _____

Page 6 - Question 29 - Rating Scale - Matrix

[Ma

Do you agree that your second UNC Supervisor...

	Strongly disagree	Disagree	Somewhat agree	Agree	Strongly agree
Made expectations for my performance very clear	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided effective coaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided useful feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coordinated efforts with my cooperating teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Was punctual, professional, and respectful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Was available and accessible if I needed help or information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How many of your lessons did the supervisor observe? (mark 5 if 5 or more)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page 6 - Question 30 - Open Ended - Comments Box

Comment on the performance of your second cooperating teacher and second UNC Supervisor if applicable, as well as on your second student teaching experience

.....

.....

.....

.....

Page 7 - Question 31 - Choice - Multiple Answers (Bullets)

If you are a Student, please tell us about your plans:
 *If you are a Cooperating Teacher or UNC Supervisor, please skip.
 What are your job prospects at this time? Check all that apply.

- I have a job offer. Yeah!
- I have a good chance of getting a job offer soon
- I have had one or more job interviews
- I am scheduled for one or more interviews
- I applied to 1-3 positions
- I applied to 4 or more positions
- I have not started to look for a job yet
- I will take some time off before looking for a real job
- I plan on subbing for a while
- I want to work in a suburban school
- I want to work in an urban school
- I want to work in a rural school
- I want to work in a small town school
- I don't think I will be a teacher after all
- Next year, I am going to be a full time graduate student
- Next year, I am going to be a part-time graduate student

Page 7 - Question 32 - Open Ended - One or More Lines with Prompt

We would like to check with you in about a year and then once again in three years. It is really important for us to know how your preparation at UNC worked out. Please give us your permanent contact info where we can find you. We promise NOT to do the following:

Give your info to any third party
 Send you junk mail.
 Ask for money.
 Link your answers to your name.

- Permanent email
- Cell or other permanent phone
- Permanent address

.....

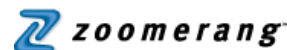
.....

.....

Thank You Page

Thank you for completing the form and survey. If you can read this, we have received the data; no need to verify. All student teachers will receive an email with a copy of the evaluation. We appreciate your contribution to UNC's teacher education programs.
<http://www.unco.edu/teach>

UNIVERSITY of
NORTHERN COLORADO
 Bringing education to life.



Appendix E: PTEP Exit Survey

Created: February 09 2010, 7:40 AM
 Last Modified: July 29 2010, 8:49 AM
 Design Theme: Basic Black
 Language: English
 Button Options: Custom: Start Survey: "Begin" Submit: "Continue"
 Disable Browser "Back" Button: False

PTEP Exit Survey

Page 1 - Question 1 - Choice - One Answer (Drop Down)

Semester of student teaching

- Spring 2010
- Fall 2010
- Spring 2011
- Fall 2011
- Spring 2012
- Fall 2012

Page 1 - Question 2 - Open Ended - One or More Lines with Prompt

Your name will be held in strict confidence and your answers will not affect your grade. We would like to check with you in about a year and then once again in three years. Please give us your permanent e-mail address, or a phone where we can find you? We promise NOT to do the following:

Send you many surveys or junk mail.
 Ask for money.
 Link your answers to your name.
 Share your personal information with anyone

- First name _____
- Last name _____
- Permanent e-mail _____
- Permanent cell or other phone _____

Page 1 - Question 3 - Choice - One Answer (Drop Down)

Your major/content area

- Africana Studies
- Art
- Biology
- Chemistry
- Communication (Speech)
- Earth Science
- English
- French

- Geography
- German
- Hispanic Studies
- History
- Early Childhood [Skip to 3]
- Elementary [Skip to 3]
- Mathematics
- Music
- Physical Education
- Physics
- Social Science
- Spanish
- Special Education
- Theatre Arts

Page 1 - Question 4 - Choice - One Answer (Drop Down)

Your program

- Undergraduate on-campus
- Undergraduate in Lowry (Denver)
- Post-baccalaureate on-campus
- Post-baccalaureate Loveland
- Post-baccalaureate in Lowry (Denver)
- Post-baccalaureate in Colorado Springs

Page 1 - Question 5 - Choice - One Answer (Drop Down)

How many credits did you transfer to UNC from a community college or another 4-year college?

- None
- 6-15
- 16-30
- 31-45
- More than 45

Page 2 - Question 6 - Rating Scale - Matrix

Secondary and K-12

At what level do you feel you meet performance indicators below? Please be honest and objective: this data WILL NOT be used to evaluate you, and we will never share your data with anyone. We just need to know what YOU feel you know and are able to do.

- Developing: You can only rarely meet the performance indicator, or do not understand what it means.
- Proficient: You can consistently meet the standard's performance indicator: not every time, but most of the time.
- Advanced: You feel your performance is exemplary, consistently exceeding the indicator.

	DEVELOPING	PROFICIENT	ADVANCED	N/A
1. Possesses solid content knowledge (IV). Use the next 10 items to report content-specific standards, if available	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

at www.unco.edu/teach/content.html;
otherwise skip to #2.

a. Content rubric item (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Content rubric item (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Content rubric item (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Content rubric item (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Content rubric item (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Content rubric item (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Content rubric item (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Content rubric item (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Content rubric item (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Content rubric item (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Integrates reading, writing, and thinking strategies into content instruction (I)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Intentionally supports oral and written language development (I)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Integrates mathematics into content instruction (II)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Designs appropriate standards-based lesson plans (III)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Correctly uses assessment tools and data to chose and modify teaching strategies (III)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Provides constructive feedback to students (III)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Creates an engaging learning environment (V)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Applies sound disciplinary practices and intervention strategies in the classroom (V)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Understands cognitive foundations of learning (V)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Documents and reports student achievement (V)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Communicates with parents effectively and respectfully (V)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Differentiates instruction in response to varied reading and writing skills of students (VI)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Differentiates instruction in response to needs of students identified as exceptional learners (VI)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Differentiates instruction in response to needs of English Language Learners (VI)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. Uses technology effectively to increase student achievement (VII)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Articulates and models the democratic ideal to students (VIII)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Promotes teaching as a worthy career (VIII)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Appreciates human diversity (IX)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Strives to meet the needs of all students in a caring, non-discriminatory, and equitable way (IX)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Practices culturally responsive pedagogy (IX)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Is vigilant to bias and prejudice in oneself (IX)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Is intolerant to harassment, bias, and prejudice in others (IX)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Meets legal and ethical responsibilities of a teacher (X)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Follows rules and policies (X)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. Is always present and on time, misses or is late only for a true emergency (X)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. Dresses and behaves professionally and appropriately for the situation (X)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. Interacts respectfully with all and builds positive relationships (X)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. Demonstrates high quality work and a model work ethic (X)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. Is confident, takes on leadership roles when appropriate (X)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. Seeks feedback and uses it constructively (X)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. Is held in high regard by others (X)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[Skip Unconditionally to 4]

Page 3 - Question 7 - Rating Scale - Matrix

Elementary and Early Childhood

At what level do you feel you meet performance indicators below? Please be honest and objective: this data WILL NOT be used to evaluate you, and we will never share your data with anyone. We just need to know what YOU feel you know and are able to do.

Developing: You can only rarely meet the performance indicator, or do not understand what it means.

Proficient: You can consistently meet the standard's performance indicator: not every time, but most of the time.

Advanced: You feel your performance is exemplary, consistently exceeding the indicator.

	DEVELOPING	PROFICIENT	ADVANCED
1. Uses the major concepts, principles, theories, and research related to development of children in teaching (1). Understands cognitive foundations of learning (V).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Uses concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills. (2.1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Intentionally supports oral and written language development (I)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Designs and implements age-appropriate inquiry lessons to teach science, with appropriate use of physical, life, and earth/space sciences concepts (2.2).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Teaches the major math concepts (number and operations, algebra, geometry, measurement, and data analysis and probability) (2.3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Teaches the major concepts and modes of inquiry from the social studies (2.4).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Uses the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts (2.5).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Uses the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

contribute to good health (2.6).			
9. Uses human movement and physical activity to foster active, healthy life styles and enhanced quality of life (2.7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Designs appropriate standards-based lesson plans (III) based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community (3.1).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Appreciates human diversity (IX), creates instructional opportunities that are adapted to diverse students (3.2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Differentiates instruction in response to needs of English Language Learners (VI)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Differentiates instruction in response to needs of students identified as exceptional learners (VI)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Uses technology effectively to increase student achievement (VII)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Uses a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving (3.3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Fosters active engagement in learning, self motivation, and positive social interaction and creates supportive learning environments (3.4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Applies sound disciplinary practices and intervention strategies in the classroom (V)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Uses effective verbal, nonverbal, and media communication techniques (3.5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Uses formal and informal assessment strategies to plan, evaluate and strengthen instruction (4.0, III)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Provides constructive feedback to students (III)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Reflect on own practice; continually evaluate the effects of their professional decisions and actions on students, families and other professionals; actively seeks out	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

opportunities to grow professionally (5.1)

22. Establishes a positive collaborative relationship with families, school colleagues, and agencies in the larger community (5.2, V, X)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Articulates and models the democratic ideal to students (VIII)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Strives to meet the needs of all students in a caring, non-discriminatory, and equitable way (IX)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Is vigilant to bias and prejudice (IX)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. Meets legal and ethical responsibilities of a teacher (X)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. Follows rules and policies (X)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. Is always present and on time, misses or is late only for a true emergency (X)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. Dresses and behaves professionally and appropriately for the situation (X)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. Demonstrates high quality work and a model work ethic (X)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. Is confident, takes on leadership roles when appropriate (X)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. Is held in high regard by others (X)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page 4 - Question 8 - Open Ended - Comments Box

In which areas of content knowledge, methods of instruction, assessment, and pedagogy do you feel well prepared?

.....

.....

.....

Page 4 - Question 9 - Open Ended - Comments Box

In which areas of content knowledge, methods of instruction, assessment, and pedagogy do you feel well you need more preparation?

.....

.....

.....

Page 4 - Question 10 - Open Ended - One or More Lines with Prompt

Please evaluate your UNC student teaching supervisor
Who was your UNC Supervisor?

- First name
- Last name

Page 4 - Question 11 - Rating Scale - Matrix

Do you agree that your UNC Supervisor...

	Strongly disagree	Disagree	Somewhat agree	Agree	Strongly agree
Made expectations for my performance very clear	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided effective coaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided useful feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coordinated efforts with my cooperating teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Was punctual, professional, and respectful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Was available and accessible if I needed help or information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How many of your lessons did the supervisor observe?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page 4 - Question 12 - Yes or No

Are you a K-12 licensure student who had two cooperating teachers? If you answer yes, you will see an extra page to evaluate your second cooperating teacher.

- Yes
- No [Skip to 6]

Page 4 - Question 13 - Open Ended - One or More Lines with Prompt

Please evaluate your cooperating teacher
Who was your cooperating teacher?

- First name
- Last name
- School
- Grade
- District

Page 4 - Question 14 - Rating Scale - Matrix

Do you agree that your cooperating teacher...

	Strongly disagree	Disagree	Somewhat agree	Agree	Strongly agree
Modeled best teaching practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided effective coaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided useful feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coordinated efforts with my UNC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Supervisor

Spent enough time helping me to learn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Was professional and courteous	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Allowed me to assume substantial responsibility for instruction during the final weeks of student teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Should be asked to supervise UNC student teachers again	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page 4 - Question 15 - Open Ended - Comments Box

Comment on the performance of your UNC Supervisor and cooperating teacher, as well as on your overall student teaching experience.

Page 5 - Question 16 - Open Ended - One or More Lines with Prompt

Please evaluate your SECOND cooperating teacher (K-12 programs only)
Who was your cooperating teacher?

- First name nbsp;nbsp;
- Last name
- School nbsp;nbsp;
- Grade nbsp;nbsp;
- District nbsp;nbsp;

Page 5 - Question 17 - Rating Scale - Matrix

Do you agree that your cooperating teacher...

	Strongly disagree	Disagree	Somewhat agree	Agree	Strongly agree
Modeled best teaching practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided effective coaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided useful feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coordinated efforts with my UNC Supervisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spent enough time helping me to learn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Was professional and courteous	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Allowed me to assume substantial responsibility for instruction during the final weeks of student teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Should be asked to supervise UNC student teachers again	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page 6 - Question 18 - Rating Scale - Matrix

Please evaluate your teacher education program at UNC
Taking everything into consideration, I can say the following about my teacher education program:

	Strongly disagree	Disagree	Somewhat agree	Agree	Strongly agree
I have grown significantly as a professional educator and as a human being	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most courses in the program were well taught	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most instructors evaluated my work fairly and in a timely manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I had no trouble understanding program requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Written information about the program is clear and sufficient (Catalog, web site, handbooks, e-mail updates and handouts)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I received sufficient and accurate advising when I needed it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was treated with courtesy and respect by program advisors, staff, and faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student teaching placement process was organized effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My student teaching experience greatly contributed to my professional and personal growth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand how to apply for licensure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know how to look for a job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am well prepared to begin my teaching career	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with the quality of my teacher education program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I will recommend this program to others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page 6 - Question 19 - Open Ended - Comments Box

Please provide written feedback on your teacher education program at UNC. What works well? What would you like to see improved? We take all of your comments very seriously. Help us improve the programs.

Page 6 - Question 20 - Choice - Multiple Answers (Bullets)

Please tell us about your plans:

What are your job prospects at this time? Check all that apply.

- I have a job offer. Yeah!
- I have a good chance of getting a job offer soon
- I have had one or more job interviews
- I am scheduled for one or more interviews
- I applied to 1-3 positions
- I applied to 4 or more positions
- I have not started to look for a job
- I will take some time off before looking for a job
- I plan on subbing for a while
- I want to work in a suburban school
- I want to work in an urban school
- I want to work in a rural school
- I want to work in a small town school
- I don't think I will be a teacher after all

Thank You Page

Thank you for completing the Exit Survey.

If you are reading this, we have definitely received your data, and you do not need to verify any further.

The Teacher Education faculty wishes you the very best in your teaching career and personal life. Be well, do good work, and keep in touch!

Appendix F: Work Sample Rubric

	Developing 2.0	Proficient 3.0	Advanced 4.0
Ability to plan instruction			
Context	Social, political, and cultural context is noted, but not used to plan instruction	Social, political, and cultural context is used to plan instruction	Social, political, and cultural context effectively informs instruction planning
Student needs	Content and instructional strategies are not likely to meet the basic needs of diverse students.	Content and instructional strategies meet the basic needs of diverse students.	Content and instructional strategies are properly varied to meet the needs of diverse students, including ability, language learner status, gender, race, and class.
Logic	Unit goals, model content standards, lesson objectives, and assessments are not aligned.	Unit goals, model content standards, lesson objectives, and assessments are aligned.	Unit goals, model content standards, topic map, lesson objectives, and assessments are explicitly aligned to enhance instruction.
Content knowledge	Content knowledge is selected with errors	Content knowledge, enrichment activities & ancillary materials are selected and organized appropriately for age, learning needs, and objectives	Content knowledge, enrichment activities & ancillary materials are selected and organized appropriately for age, learning needs, and objectives
Content integration	Just the primary content knowledge is considered, or ineffective integration	Content literacy, math, and other subject matter are effectively integrated with primary content knowledge	Content literacy, math, and other subject matter are effectively integrated with primary content knowledge
Presentation	Sources are referenced with errors. Unit and lesson plans may be disorganized and the reflective essay is not well written.	Sources are referenced. Unit and lesson plans are organized and the reflective essay is well written.	Sources are properly researched and referenced. Unit and lesson plans are clearly organized and the reflective essay is exceptionally well written.
Ability to assess and improve instruction			

	Developing 2.0	Proficient 3.0	Advanced 4.0
Assessment instruments	Assessments are unreliable, and used as summative only; no evidence of on-going progress monitoring.	Assessments are reliable; evidence of formative use and on-going monitoring.	Assessments are valid, reliable, and objective; formative use and on-going monitoring are intentional and effective.
Data presentation	Data is not clearly presented and explained.	Data is well presented and explained with a narrative.	Data presented clearly and concisely with tables and charts; narrative helps understand the data.
Data analysis	Assessment seems to be independent of instruction. Achievement differences amongst groups are not analyzed or misunderstood.	Assessment helps inform instruction. Adequate analysis of achievement differences amongst groups.	Specific instructional decisions can be traced to assessment data. Advanced analysis of achievement differences amongst groups.
Student growth	Student growth is unlikely; achievement gaps among the groups are misunderstood.	Student growth is likely; achievement gaps among the groups are noted and understood.	Significant student growth is demonstrated in all groups; no large gaps among the groups.