LITERACY PRACTICUM HANDBOOK
EDEL 446

Elementary Professional
Teacher Education Program
2009-2010

Elementary Program Coordinator
Margo Barnhart, Ed.D.
970-351-2912
margo.barnhart@unco.edu

PTEP Administrative Assistant
Lynette Kerrigan
970-351-2908
lynette.kerrigan@unco.edu

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REVISED 11/11/09
LITERACY PRACTICUM DESCRIPTION

The purpose of the literacy practicum is for teacher candidates to grow more accustomed to classroom life. Teacher candidates are assigned to one cooperating teacher for the duration of the semester. The student will spend two days per week (either M/W or T/TH) for the entire 16 week semester. Students will be evaluated mid-semester and may be required to repeat literacy practicum if performance is not proficient. Upon the successful completion of the literacy practicum, students will be eligible to complete a full 16-week student teaching experience. It is up to the Cooperating teacher to best determine what responsibilities to give to the literacy practicum student! Some suggestions include: working with small groups, read aloud, working one-on-one with students, observing, helping plan, etc. Please do what works for you! Our goal is to give students more realistic experience in the classroom.

COOPERATING TEACHER RESPONSIBILITIES

- Conduct an initial meeting with the teacher candidate to emphasize the importance of:
  - Adhering to an agreed upon schedule including a time set aside for planning.
  - Always wearing a UNC ID Badge.
  - Being punctual and dependable.
  - Handling responsibilities in a professional manner.
  - Familiarizing him/her with any essential procedures and practices.
  - Communicating openly (questions, discussion and constructive feedback).
  - Showing initiative and creativity.
  - Maintaining a standard code of conduct and dress.
  - Communicate with university supervisor regarding any concerns as early in the semester as possible!

- Complete the following paperwork:
  1. Midterm evaluation-FAF (Field Assessment Form)
  2. Final evaluation-FAF (Field Assessment Form)
  3. Professional Disposition Questionnaire – end of semester
TEACHER CANDIDATE REQUIREMENTS

1. **Lesson Plans** - Write and teach 3 lessons (small or whole group) and write a lesson plan for each. 2 lessons will be evaluated by the Cooperating Teacher; 1 will be observed and evaluated by the University Supervisor. After each lesson, the practicum student will reflect on his/her lesson in writing (see form in handbook).

2. **Writing Samples** - Collect 3 writing samples. See details below.

3. **Professionalism** - Arrive on time and act professionally at all times. Students are required to attend events such as faculty meetings, staffing, etc. on the days they are present. All missed days and hours must be made up during student contact hours. (see attendance form).

**DETAILED ASSIGNMENTS**

**Lesson Plans:** You will write **3 formal lesson plans** over the course of the semester – one for each lesson your cooperating teacher observes and one for your university supervisor’s visit. These must include all of the required components of lesson plans (state standards, objectives, assessments, etc.) You will be provided sample formats in your EDEL 445 class.

Your Cooperating teacher will observe and evaluate **2 lessons** (written plans required) and your university supervisor will observe and evaluate **1 lesson** (written lesson plan required).

**For each lesson you must have:**

a. A written lesson plan – see sample formats from class or UNC/STE website
b. A self-reflection form (in handbook) completed after you teach & turned into your EDEL 445 class instructor
c. An evaluation form (in handbook) completed by either Cooperating Teacher or University Supervisor. Turn in to your University Supervisor.
WRITING SAMPLES AND ANALYSIS EVALUATION GUIDE

The purpose of collecting writing samples is to better acquaint you with one student's growth as a writer. These writing samples and your analysis will be turned in to your EDEL 445 class instructor. Please follow the following procedure:

Before writing
1. Choose one student to collect work from.
2. Let the student know ahead of time (not the same day), that you will ask them to write at a certain time. Writers need time to think and plan their writing and asking students to write “on the spot” is unauthentic and stress-inducing! Explain that the writing is not a test. Also explain that you would like to sit with the child while he/she writes and record what he/she is doing. Let students know that they are free to see your notes.
3. Let the student choose the topic, genre, paper, writing utensils, etc. – student choice is very important!

During writing
1. Observe the student for the following aspects and take notes:
   a. How does the child organize his paper? Is there evidence of directionality (left-to-right, top-to-bottom)
   b. Does the child do anything to pre-write? (talk to you, web, outline, draw a picture, look at a book, etc.)
   c. If the child does talk to you, jot down these interactions. You may respond to the child with encouragement, but do not provide direction or tell the child what to do. If the child asks you how to spell words, simply suggest they do the best that they can.
2. Take notes on what the child does during the writing – for instance, does he erase a lot? Write quickly? Spell words aloud to himself, etc. The purpose is to document what the writer does during the process of writing.

After writing
1. Say to the child, “Tell me about your work.” DO NOT WRITE ON THE STUDENT'S PAPER. On a separate piece of paper, record verbatim what the child says. Attach your dictation to a copy of the student's work. Give the original writing back to the child.
2. Analyze the finished product according to the following categories in a 2-3 page typed narrative. Please write and underline each category title:
   a. Semantics & Organization: Does the student use words and/or pictures to convey meaning? Does the student organize the content to make sense? Does the finished product differ from the child’s oral explanation of the writing? In other words, does the child’s explanation of the writing make sense, although the writing itself may not be clear?
   b. Syntax: Does the writing convey proper word usage and the structure of the language? Was there a discrepancy between what the child said and what was written in terms of syntax?
   c. Graphophonics & Handwriting: Does the student match letters, letter combination and sounds correctly? Are the letters formed correctly? What do you notice about the child’s developmental level of spelling?
   d. Mechanics: Does the student use punctuation or capitalization properly?

*Be prepared to discuss your findings and share both the writing sample and your analysis in class (EDEL 445).
# Lesson plan evaluation rubric

<table>
<thead>
<tr>
<th>Component #1: Written Lesson Plan – Standards and Objectives (ACEI 1, 3.1; PBSCT 3)</th>
<th>DEVELOPING</th>
<th>PROFICIENT</th>
<th>ADVANCED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson plan not based on Colorado Model Content Standards and/or objectives not clear or related specifically to the lesson.</td>
<td>-Lesson plan based on the appropriate Colorado Model Content Standards; standards listed.</td>
<td>-Lesson plan based on the appropriate Colorado Model Content Standards; standards listed.</td>
<td>-Lesson plan based on the appropriate Colorado Model Content Standards listed</td>
</tr>
<tr>
<td>-written objectives related to the standards and appropriate for the lesson planned.</td>
<td>-written objectives related to the standards and appropriate for the lesson planned.</td>
<td>-written objectives related to the standards and appropriate for the lesson planned.</td>
<td>-written objectives related to the standards and appropriate for the lesson planned</td>
</tr>
<tr>
<td>Component #2: Written Lesson Plan – Assessment (ACEI 4.0; PBSCT 3)</td>
<td>-Assessment information and evidence of expected student learning not present, not complete and/or vague; -Assessment not specifically related to the standards and objectives</td>
<td>-Assessment information and evidence of expected student learning present, clear, and complete; -Assessments specifically related to the written standards and objectives</td>
<td>-Assessment information and evidence of expected student learning present, clear, and complete; -Assessments specifically related to the written standards and objectives</td>
</tr>
<tr>
<td>Component #3: Written Lesson Plan – Instructional Activities Match Objectives (ACEI 1.0, 2.1, 3.2, 3.3, 3.4, 3.5; PBSCT 3, 4)</td>
<td>-Planned written activities and/or planned instruction not matched (or incorrectly matched) to the written standards and objectives; -Pre-lesson, during lesson, and end of lesson activities not clear or appropriate for the students involved in the lesson</td>
<td>-Planned written activities and/or planned instruction match the written standards and objectives; -Activities flow from one learning episode to the next with a clear and appropriate sequence for student instruction; -Pre-lesson, during lesson, and end of lesson activities clear and appropriate for the students involved in the lesson.</td>
<td>-Planned written activities and/or planned instruction match written standards and objectives; -Activities flow from one learning episode to the next with a clear and appropriate sequence for student instruction; -Pre-lesson, during lesson, and end of lesson activities clear and appropriate for the students involved in the lesson</td>
</tr>
<tr>
<td>-Written lesson plans specific, detailed, and creative</td>
<td>-Writing lesson plans specific, detailed, and creative</td>
<td></td>
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</tbody>
</table>
### Component #4: Written Lesson Plan—Materials Needed and Time Requirements (ACEI 2.1, 3.1, 3.4; PBSCT 4, 5)

<table>
<thead>
<tr>
<th>DEVELOPING</th>
<th>PROFICIENT</th>
<th>ADVANCED</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Materials needed for the lesson not listed and/or appropriate time for instruction not listed in the plan</td>
<td>- Materials needed for the lesson listed - Appropriate time for instruction listed in plan - Activities flow from one segment to the next - Time designated for lesson closure</td>
<td>- All materials needed for lesson listed - Appropriate time for instruction listed in plan - Activities flow from one segment to the next - Time designated for student involvement in lesson closure</td>
</tr>
</tbody>
</table>

### Component #5: Written Lesson Plan—Adaptations, Modifications, and Extensions including Special Populations

<table>
<thead>
<tr>
<th>DEVELOPING</th>
<th>PROFICIENT</th>
<th>ADVANCED</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Adaptations, modifications, and extensions not related to content standards and objectives - Planned activities and extensions not appropriate for needs and experiences children bring to the classroom (including culture, community, ethnicity, economics, linguistics, and innate learning abilities) - Exceptionalities and conditions that affect the rate and extent of student learning are evident or lacking in clarity in the written plan</td>
<td>- Adaptations, modifications, and extensions are related to content standards and objectives - Planned activities and extensions are appropriate for needs and experiences children bring to the classroom (including culture, community, ethnicity, economics, linguistics and innate learning abilities) - Exceptionalities and conditions that affect the rate and extent of student learning are evident and included in the planning</td>
<td>- Adaptations, modifications, and extensions are related to content standards and objectives - Planned activities and extensions are appropriate for individual needs and experiences children bring to the classroom (including culture, community, ethnicity, economics, linguistics and innate learning abilities) - Exceptionalities and conditions that affect the rate and extent of student learning evident, specific to the individual students in the classroom and included in the planning</td>
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</tbody>
</table>
# Elementary and Early Childhood PTEP Field Assessment Form (FAF)

- ☐ Lesson Observation # ____, or ☐ Midterm Evaluation, or ☐ Final Evaluation
- ☐ Class: Literacy Practicum ☐, Student Teaching ☐, Postbac Practicum ☐, Postbac Student Teaching ☐, or Ext. Studies ☐
- ☐ Teacher Candidate name: _______________ ☐ Bear #: _______________
- ☐ Evaluator: UNC Supervisor ☐, OR Cooperating teacher ☐. ☐ Print evaluator’s name:

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>Developing (1)</th>
<th>Proficient (2-3-4)</th>
<th>Advanced (5)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A CONTENT KNOWLEDGE</td>
<td>Errors, inability to answer some questions, unsure of connections.</td>
<td>Knows enough content to teach classes; some content integration.</td>
<td>Knowledge of content is accurate and presented with confidence; consistently integrates content areas 1-4.</td>
<td></td>
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<tr>
<td>Numerical score, what you observed: Literacy ___; Social Studies ___; Math ___; Science ___; Art ___; Music ___; PE ___; Health ___</td>
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<tr>
<td>B INSTRUCTION</td>
<td>Instruction is haphazard, lacking focus or flexibility. It does not appear adequately planned. Poor choice of methods. Student learning is unlikely.</td>
<td>Instruction is coherent, occasionally flexible. Lesson plan reflects diversity and is specific to individual students’ needs. Student learning is evident.</td>
<td>Instruction is confident, uses original lesson plan; flexible and differentiated, focused on learning objectives. Advanced student learning is evident.</td>
<td></td>
</tr>
<tr>
<td>C ASSESSMENT</td>
<td>No evidence of assessment, or no connection between assessment and instruction.</td>
<td>Periodically assesses student performance; minor adjustments of instruction.</td>
<td>Consistently assesses student performance in several ways; assessment drives instruction.</td>
<td></td>
</tr>
<tr>
<td>D CLASSROOM MANAGEMENT</td>
<td>Behavior problems in classroom negatively affect learning. Little control over classroom.</td>
<td>Manages behavioral problems and maintains control of the classroom at all times.</td>
<td>Most discipline problems are prevented through engaging instruction and building a safe and tolerant classroom community. Full control of classroom.</td>
<td></td>
</tr>
<tr>
<td>E AFFECTIVE SKILLS</td>
<td>Has difficulties relating to students; resorts to disrespectful treatment of students.</td>
<td>Works to create a healthy classroom community where students are treated with sensitivity and respect.</td>
<td>Consistently treats students with sensitivity and respect.</td>
<td></td>
</tr>
<tr>
<td>F PROFESSIONALISM (cooperating teacher only)</td>
<td>Lacks habits and skills to be reliable and collegial. Effort lacks consistency.</td>
<td>Reliable, punctual, hard-working and collaborative. Pays attention to building’s culture, norms and traditions.</td>
<td>Consistently reliable, punctual, hard-working, willing and able to collaborate. Consiously learns and supports building’s norms and traditions.</td>
<td></td>
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**COMMENTS** (continue on the back or attach another sheet if necessary)

**Strengths:**

**Areas of improvement:**

Evaluator Signature: _______________ Date: _______________

Teacher Candidate Signature: _______________ Date: _______________

(8/13/09)
EARLY CHILDHOOD AND ELEMENTARY UNDERGRADUATE LICENSURE PROGRAM

REFLECTION/SELF EVALUATION SHEET

TEACHER CANDIDATE NAME _________________________ BEAR # ________________

COOPERATING TEACHER _________________________ SCHOOL _________________________

YEAR ________ FALL [ ] SPRING [ ] SEMESTER (CHECK ONE)

GRADE LEVEL ________________ SUBJECT AREA TAUGHT _________________________

DATE ________________

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

1. What went well in the lesson? Why? What specific strategies helped pupils to be successful?

2. What did not go well in the lesson? Why?

3. What would/could be done differently next time? Why?

4. What kinds of instructional decisions were made during the teaching of the lesson? Were they appropriate? Why?

________________________________________________________

Teacher Candidate ___________________________ Date __________

*Turn this form in to your EDEL 445 class instructor for Elementary PTEP or to the Early Childhood Education Coordinator, Dr. Susan Thompson for ECE PTEP.
## ATTENDANCE FORM

TEACHER CANDIDATE NAME ___________________________  BEAR # _________________________

COOPERATING TEACHER ___________________________  SCHOOL ________________________

YEAR _______  FALL ☐  SPRING ☐  SEMESTER (CHECK ONE)

<table>
<thead>
<tr>
<th>Date Absent and/or Hours Missed</th>
<th>Reason for Absence/Arrangements left for Cooperating teacher if necessary?</th>
<th>Make up date – STUDENT CONTACT HOURS</th>
<th>Cooperating teacher Signature - To be signed after make up days/hours completed</th>
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Comments:

Teacher Candidate  Cooperating Teacher  University Supervisor

_________  ___________  ___________
Date  Date  Date

*Turn form in to University Supervisor at end of term.*
# Professional Dispositions Survey (Checklist)

For COOPERATING TEACHER to complete near the end of semester
Note to Cooperating Teacher: At your discretion, you may or may not share this completed checklist with your Teacher Candidate.

**TEACHER CANDIDATE NAME ______________________________ BEAR # ______________________________**

**COOPERATING TEACHER ______________________________ SCHOOL __________________________**

<table>
<thead>
<tr>
<th>YEAR</th>
<th>FALL</th>
<th>SPRING</th>
<th>SEMESTER (CHECK ONE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Engages in learning process</td>
<td>![Check Box Options](always, frequently, occasionally, infrequently, rarely, n/a)</td>
<td></td>
<td></td>
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<tr>
<td>2. Demonstrates enthusiasm for learning</td>
<td>![Check Box Options](always, frequently, occasionally, infrequently, rarely, n/a)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Produces high-quality work</td>
<td>![Check Box Options](always, frequently, occasionally, infrequently, rarely, n/a)</td>
<td></td>
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<tr>
<td>4. Demonstrates initiative suitable to the context</td>
<td>![Check Box Options](always, frequently, occasionally, infrequently, rarely, n/a)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Conveys confidence when interacting with peers and instructor(s) in small group situations</td>
<td>![Check Box Options](always, frequently, occasionally, infrequently, rarely, n/a)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Conveys confidence when interacting with peers and instructor(s) in large group situations</td>
<td>![Check Box Options](always, frequently, occasionally, infrequently, rarely, n/a)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Prepares, organizes, and meets assignment due dates</td>
<td>![Check Box Options](always, frequently, occasionally, infrequently, rarely, n/a)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Demonstrates reliability by following through with commitments</td>
<td>![Check Box Options](always, frequently, occasionally, infrequently, rarely, n/a)</td>
<td></td>
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<tr>
<td>9. Follows timelines and due dates</td>
<td>![Check Box Options](always, frequently, occasionally, infrequently, rarely, n/a)</td>
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</tr>
<tr>
<td>10. Arrives on time</td>
<td>![Check Box Options](always, frequently, occasionally, infrequently, rarely, n/a)</td>
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<tr>
<td>11. Dresses appropriately</td>
<td>![Check Box Options](always, frequently, occasionally, infrequently, rarely, n/a)</td>
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<td></td>
</tr>
<tr>
<td>12. Reflects and monitors own behavior</td>
<td>![Check Box Options](always, frequently, occasionally, infrequently, rarely, n/a)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Accepts evaluating feedback from peers and instructors including cooperating teacher</td>
<td>![Check Box Options](always, frequently, occasionally, infrequently, rarely, n/a)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Collaborates effectively with peers</td>
<td>![Check Box Options](always, frequently, occasionally, infrequently, rarely, n/a)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Collaborates equally during group activities</td>
<td>![Check Box Options](always, frequently, occasionally, infrequently, rarely, n/a)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. Contributes relevant information during group activities</td>
<td>![Check Box Options](always, frequently, occasionally, infrequently, rarely, n/a)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. Considers all points of view</td>
<td>![Check Box Options](always, frequently, occasionally, infrequently, rarely, n/a)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. Shows understanding and appreciation of diversity</td>
<td>![Check Box Options](always, frequently, occasionally, infrequently, rarely, n/a)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. Communicates effectively when speaking with peers and instructor(s)</td>
<td>![Check Box Options](always, frequently, occasionally, infrequently, rarely, n/a)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. Maintains professional boundaries</td>
<td>![Check Box Options](always, frequently, occasionally, infrequently, rarely, n/a)</td>
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</tbody>
</table>

*COMPLETED CHECKLIST SHOULD BE GIVEN TO THE UNIVERSITY SUPERVISOR BEFORE THE LAST DAY OF CLASS ATTENDANCE BY THE COOPERATING TEACHER*

**COOPERATING TEACHER ______________________________ DATE __________________**
CONCERN COUNSELING PROCEDURE

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

1. If the UNC supervisor or school personnel have a concern about the professional and/or academic behavior(s) of a teacher candidate, the UNC supervisor is informed immediately. The UNC supervisor will determine whether the nature of the concern(s) warrants immediate UNC College of Education and Behavioral Sciences disciplinary action or whether Elementary PTEP disciplinary procedures should be followed. If Elementary PTEP disciplinary procedures are followed, the UNC supervisor records the concern on the “Concern Form” and verbally informs the teacher candidate of the initial concern(s). The school personnel may be involved in informing the teacher candidate at the discretion of the personnel and UNC supervisor. School personnel and UNC supervisor must record the concern(s) and actions taken in personal logs. The original copy of the “Concern Form” is placed in the teacher candidate’s assessment file in McKee 216. A copy of the form is given to the teacher candidate.

2. If the concern(s) occurs more than once, the teacher candidate will engage in a conference with the UNC supervisor (may include school principal, site coordinator, and/or Cooperating teacher) for the purpose of developing a plan of action to correct the existing concern(s). The teacher candidate is involved in a conflict resolution model of problem solving using the “Problem Resolution Action Plan Form”. The concern(s) is clearly named, possible solutions are discussed, and a mutually accepted plan of action is developed for resolving the concern(s) with a timeline for checking progress towards the final goal(s). *Note – the UNC faculty has the right to remove a teacher candidate from the placement at their discretion if the concerns are considered severe and irreparable. The UNC Elementary PTEP Coordinator is informed of the action plan and the original form is placed in the teacher candidate’s cumulative file in McKee 216. A copy of the form is given to the teacher candidate. If there is no significant evidence of progress by a mutually established date(s) for subsequent performance reviews, discontinuance in the program may be recommended in a written document. The teacher candidate will also be informed in writing of the basis of the recommendation for discontinuance. Copies of this written document will be sent to the Elementary PTEP Coordinator. Discontinuance is subject to due process and all university policies and procedures as outlined in the Student Rights and Responsibilities Referral Guide available in the Office of Student Affairs (351-2303).
UNC ELEMENTARY PTEP CONCERN FORM

TEACHER CANDIDATE: ________________________________

DATE: _______ BEAR NO: ___________ SCHOOL: ___________

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

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Signature: _____________________________________________________________

University Supervisor

Signature(s): __________________________________________________________

Cooperating teacher, Site Coordinator, and/or Principal

Signature: _____________________________________________________________

Teacher Candidate

A copy of this form is given to the teacher candidate. The original form is placed in the teacher candidate’s assessment file in the Elementary Professional Teacher Education Office.
PROBLEM RESOLUTION ACTION PLAN

TEACHER CANDIDATE'S NAME: ________________________________

DATE: ____________________ BEAR NO: _______ SCHOOL: _______

Statement of the concern/problem(s): ________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

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

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

Dates the Action Plan will be reviewed: ____________________

Final date for Problem Resolution: ______________________

Signature: ________________________________

University Supervisor

Signature: ________________________________

Cooperating teacher

Signature: ________________________________

Teacher Candidate
GRADUATE CREDIT FOR COOPERATING TEACHER

All UNC cooperating teachers are eligible to receive 1 graduate credit for supervising the Literacy Practicum teacher candidates. If you choose to do so, please complete the EDF 513 Registration Form found at www.unco.edu/teach/ct.html. You do not need to register for the course on-line. The cost to the cooperating teacher is $50 for processing. After submitting the EDF 513 form, you will be billed by UNC. UNC pays partner schools $80 per teacher candidate, and most principals forward these stipends to cooperating teachers in one form or another. A log of hours is no longer required to receive this credit.