
Early Childhood Student Teaching Handbook

For UNC Teacher Candidates, UNC Supervisors, and Cooperating Teachers

Early Childhood PTEP, Spring 2012

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STUDENT TEACHER INFORMATION

Assignments/Requirements

<u>Assignments/Forms</u>	<u>Where to turn it in</u>	<u>When to turn it in/complete</u>
1. Print complete copy of this handbook	To Cooperating Teacher	First day
2. Student Teaching Plan form	To Supervisor	By third week
3. Attend all scheduled seminars and other functions assigned by your University Supervisor	N/A	When scheduled
4. Capstone project	http://iWebfolio.com	Two weeks before last class, per UNC calendar
5. Video-taping (one lesson)	Have CT complete it. Review with UNC Supervisor; do not submit or upload, but write a reflection in Capstone project	Weeks 8-12
6. Diverse Field Experience Form 7. See www.unco.edu/teach/dfe.html	Scan and upload to iWebfolio, in the Supporting Documents section	Two weeks before last class, per UNC calendar
8. Last FAF form signed by UNC Supervisor	Scan and upload to iWebfolio, in the Supporting Documents section	Two weeks before last class, per UNC calendar
9. Exit Survey ¹	Complete at http://uncsurvey.org	Last day of classes per UNC calendar

Expectations

1. Maintain professional standards for teacher candidates, both at the University and at the school. Conduct yourself in a mature, responsible and professional manner and maintain an appropriate personal appearance. Be discrete about and show respect to the school, the cooperating teachers, the students, and the community.
 2. Wear ID badge at all times when in school setting.
 3. Become informed about the students and the content you will teach.
 4. Provide adequate time to prepare your work for the classroom.
 5. Plan lessons on a weekly and daily basis and submit the plans to the cooperating teacher for inspection and recommendations prior to teaching the class. Your plans should be placed in your Professional Portfolio and be made available to your University Supervisor on each visit.
 6. Conform to the school's rules, policies, and local standards of behavior. Adjust to, rather than try to change, the situation in the classroom or your assigned school. You are a guest in the school to gain professional development.
 7. Participate in all of the activities expected of the regular classroom teacher. Duplicate your cooperating teacher's schedule which includes arriving and leaving at appropriate times.
 8. Call the school office and your cooperating teacher by 7:00 a.m. in the event you are ill and cannot be at your assignment. Notify your supervisor via e-mail or phone on the same day.
 9. Return school materials, textbooks, resource materials and student records on or before the last day of student teaching.
 10. Attend school each day during the semester during regular school hours, including a minimum of 1 hour extra for planning (either before or after school, or split into 30 minutes before and after school). Student teachers must alert teachers ahead of time regarding all absences and make up all missed time during student contact hours.
 11. Discuss your progress and concerns with your cooperating teacher and university supervisor. Discuss with your cooperating teacher the topic and schedule for your thematic unit. A weekly scheduled ½ hour meeting is recommended.
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12. Accept constructive criticism and suggestions that assist your professional and personal growth.

¹ **IF THE SURVEY IS NOT WORKING**, try to lower Privacy level in Internet Explorer to Medium (Tools, Internet Options, Privacy Tab). If it still does not work, it is probably because of the school's firewall.

EDEL 453 – Capstone Project Handbook

Student Teaching Requirement

Introduction:

The Capstone Project is a project where students teach units they develop that include five hours of instruction, pre-assessments and post-assessments plus guided reflections.

How to get started:

After you have established some relationship with your mentor teacher, visit with her/him about a topic for the unit you will develop. The topic should be one that works well with the existing curriculum and compliments other classroom instruction. You can think together about how the unit might be integrated to include several different content areas. Also, you can discuss what might be the best way to assess what you will be teaching - how will you tell if children have learned what you wanted them to learn?

Questions you can ask yourself as you begin planning your unit include:

What do I need to learn in order to teach this unit well?

What instructional methods and/or strategies will enhance student learning?

What activities could I use to motivate student learning?

What formative assessments will I use to monitor student understanding and mastery of the learning objectives?

What resources will I need to teach this unit?

What types of children's literature is available?

What artifacts, simulations, songs, and photographs would enhance the lessons?

What human and material resources are available?

Are my lessons and materials authentic?

Capstone Project Components:

As the semester goes along, each week you will address a component of your capstone project. Every Sunday, please go to Blackboard to read my posted question about your project. We will work on our projects together over the 16 weeks. I want each of you to be successful with your capstone project. I will correspond with all of you as a group and as individuals – questions can also be sent to me through my email account for a rapid response.

At the bottom of this capstone project section, there is a rubric that we will be working from as we think about, develop, teach, and post our projects.

These are the prompts for your commentary:

As part of the capstone project, you are asked to video-tape a lesson you teach from your unit. Your UNC supervisor will observe this lesson and then watch the video-tape with you. Some questions you may be asked include:

1. Discuss what occurred immediately before and after the teaching shown in the video. How did this impact or result from your teaching?
2. Were the children engaged in the lesson? What did you or didn't you do to make this happen?
3. How did you monitor student learning during the lesson? Cite one or two examples of what students said and/or did in the lesson that indicate they were learning what you set out for them to learn.
4. What is your philosophy of how children learn (example – Vygotsky, Piaget, etc.) ? Indicate how your philosophy is demonstrated by your teaching?
5. How did you scaffold individual children in order to help them learn (this includes how you differentiate for

individual children and extend student learning)?

Accessing iWebfolio

iWebfolio Requirement:

You are required to subscribe to iWebfolio to open an account in order to complete the project. Your subscription must continue until the end of May or December for the term of your student teaching experience.

All components of the Capstone Project will be submitted on-line. For each section of the Capstone Project components, there are specific directions in iWebfolio for you to use. To begin the process:

- (1) Go to iWebfolio and select the template entitled Elementary and Early Childhood Capstone PTEP. If you selected the correct iWebfolio program then you should have templates on the left-hand side of the page for each of the components of the Capstone Project.
- (2) Utilize the “Permissions” drop-down tab to give your homeroom professor permission to view your account.
- (3) Utilize the templates to complete the project by the due date located in the “Calendar” section on Blackboard.

Complete all sections of this Capstone Project with pictures, documents, lesson plans, graphs, etc. In most sections, attachments are not allowed: simply click on Edit, and replace the instructions text with your own. Attachments are allowed only in Evaluative Essay and the Supporting Materials sections.

If you have trouble pasting tables and pictures, or with formatting, try using Internet Explorer and a Windows machine – it should take care of most of the pasting problems or contact Dr. Mia Williams (mia.williams@unco.edu).

CAPSTONE PROJECT CRITERIA

Early Childhood Teacher Education Program
University of Northern Colorado

***For Early Childhood Student Teachers, the capstone project is graded as part of the student teaching experience, not as a separate course**

Unit Component # 1: TITLE PAGE (0 points) should include the following:

- (1) Title of Unit, (2) Grade level taught, (3) Teacher candidate’s name, (4) Cooperating teacher's name, (5) Student Teaching Supervisor, (6) Dates unit was taught, and (7) School and school district

Unit Component # 2: RATIONALE STATEMENT (15 points)

Developing	Proficient	Advanced
<p>Provides reader with an incomplete description of the community, school, classroom setting, and student characteristics.</p> <p>Most of the "contextual factors" effective teachers consider when planning instruction and assessment, differentiating instruction, and setting appropriate learning goals are not identified or discussed.</p> <p>Curriculum standards are listed but not discussed. Assessment does not appear to be aligned with curriculum standards or lesson objectives.</p>	<p>Describes demographics of the local community, school, and classroom in terms of characteristic cultural, linguistic and socioeconomic factors.</p> <p>Classroom and individual variables that affect student learning are identified. Changes in curriculum, instruction, and assessment are explained.</p> <p>Strategies for pre-assessment, formative and summative assessment are well-thought-out and aligned with major content standards.</p>	<p>Rationale Statement Introduction was well written.</p> <p>Provides a thorough description of the community, school, classroom, and all student characteristics that will affect curriculum, instruction and assessment.</p> <p>Standards and Lesson Objectives were included.</p> <p>Pre-assessment, formative, and summative assessments are aligned with curriculum standards and lesson objectives. Multiple formative assessments are combined to provide a comprehensive overview of student learning that is linked to standards.</p>

Unit Component # 3: UNIT GOAL (5 points)

Developing	Proficient	Advanced
<p>The Unit Goal is not derived from relevant content standards or stated verbatim from them (i.e., not in the candidate’s own words). It appears to be hastily written and does not accurately describe the major concepts, skills, and attitudes students will learn.</p>	<p>The Unit Goal is derived from content standards but stated in the candidate’s own words. It accurately describes in <i>no more than one paragraph</i> the major concepts, skills, and attitudes students will learn.</p>	<p>The Unit Goal is derived from content standards but stated in candidate’s own words. It accurately describes in <i>no more than two paragraphs</i> "what" students will learn and "how" students will learn major concepts, develop skills, and acquire attitudes.</p>

Unit Component # 4: LESSON PLANS (20 points)

Developing	Proficient	Advanced
<p>Curriculum standards and lesson objectives are not clearly aligned.</p> <p>Learning activities do not support standards-based learning or allow students to apply new skills and content in a meaningful context.</p> <p>Only lower-order thinking skills are emphasized. No efforts are made to differentiate instruction and assessment based on student characteristics identified in the unit's Rationale Statement.</p>	<p>Each lesson plan contains relevant curriculum standards and clearly written lesson objectives; instruction is aligned with curriculum and assessments are aligned with instruction and learning activities.</p> <p>Lessons provide opportunities for children to apply new skills and content in a meaningful context.</p> <p>“Teacher procedures” do not obscure what students are expected to do in order to learn.</p>	<p>Curriculum standards, lesson objectives, and assessments are clearly aligned and linked to specific performances and products.</p> <p>Multiple opportunities are provided for students to apply new learning in authentic and meaningful contexts.</p> <p>Multiple and complementary assessments are used. Lesson activities support conceptual development and higher-order thinking for all students.</p>

Unit Component # 5: EXTENSION ACTIVITIES (5 points)

Developing	Proficient	Advanced
<p>Extensions are not aligned or directly related to content standards and unit goal(s).</p> <p>Activities require lower-level thinking skills that do not involve application of newly acquired skills, knowledge, and attitudes to real world problems and issues.</p>	<p>Suggested activities would enable students to internalize their learning relative to content standards and unit goal(s).</p> <p>Extension activities require the application of newly acquired skills, knowledge, and attitudes that challenge students to think at higher levels through analysis, synthesis, and evaluation.</p>	<p>Extension activities would enable students to further their learning relative to content standards and unit goal(s).</p> <p>Extension activities require higher-order thinking and “transfer” of newly acquired skills, knowledge, and attitudes to a variety of unique situations and problems having significance in the real world.</p>

Unit Component # 6: INSTRUCTING STUDENTS AND SUPPORTING LEARNING (Teacher Candidates provide evidence of their ability to instruct and support student learning according the following criteria.) (20 points)

Developing	Proficient	Advanced
<p>The following descriptors are evident in the narrative for this component.</p> <p>Instructional strategies for engaging students in learning key concepts, skills and attitudes provide limited access to structured opportunities for active development and application.</p> <p>These strategies do not appear to reflect attention to student characteristics, academic needs and learning styles.</p> <p>The candidate monitors student understanding of subject matter through surface-level questions that do not require active thinking.</p> <p>Candidate struggled with maintaining a positive classroom environment that was conducive to student learning. Students appeared to be off-task, frustrated or bored in response to instruction.</p> <p>Candidate responses do not address student concerns, are inaccurate or are unlikely to guide development of important skills and attitudes.</p>	<p>The following descriptors are evident in the narrative for this component.</p> <p>Instructional strategies for engaging students in learning key concepts, skills, and attitudes provide structured opportunities for active development and application.</p> <p>These strategies reflect attention to student characteristics, academic needs, and learning styles.</p> <p>The candidate monitors student understanding of subject matter by eliciting student responses that require active thinking.</p> <p>Candidate establishes a positive classroom environment that is well managed and conducive to learning.</p> <p>Candidate responses build on student input to guide development of skills and attitudes in ways that enhance understanding.</p>	<p>The following descriptors are evident in the narrative for this component.</p> <p>Instructional strategies for engaging students in learning key concepts and their relationships, skills and attitudes provide multiple structured opportunities for active development and application that transfer to more than one context.</p> <p>These strategies are differentiated for students in ways that clearly reflect attention to diverse student characteristics, academic needs, and learning styles.</p> <p>The candidate monitors understanding of subject matter by eliciting student responses that require higher-level thinking and decision-making.</p> <p>Candidate establishes a positive classroom environment that supports and enhances student learning.</p> <p>Candidate responses scaffold on students’ prior learning in ways that contribute to understanding and facilitate the active construction of knowledge.</p> <p>Candidate explains his/her philosophy of learning and discusses how this philosophy impacted his/her teaching.</p>

Unit Component # 7: RESOURCES (5 points)

Developing	Proficient	Advanced
	<p>A reasonable number and variety of identifiable resources (i.e., cited) are used to support student learning relative to unit standards. Resources are well organized by type, how they will be used in the unit, by whom,</p>	<p>A rich variety of resources facilitate meeting content standards, for example, through the creative use of technology, children’s literature, material artifacts, primary sources, and guest speakers. Each resource</p>

	and for what purposes.	serves an identifiable purpose in the unit and increases all students' learning.
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Unit Component # 8: EVALUATIVE ESSAY (15 points)

Developing	Proficient	Advanced
<p>Essay does not clearly communicate the effects of instruction on student learning. Analysis of learning is not grounded in assessment results tied directly to the achievement of content standards and the unit goal(s).</p> <p>Assessment is anecdotal only; quantitative and qualitative data are not used to evaluate individual and / or whole-class achievement.</p> <p>Assessments do not appear to be aligned with instruction, learning experiences, and curriculum standards.</p> <p>Few or no representative examples of students' work are included.</p>	<p>Essay clearly communicates the effects of instruction on student learning by comparing pretest and posttest results.</p> <p>Analysis of assessment results is tied to the achievement of curriculum standards and the unit goal(s).</p> <p>Both quantitative and qualitative evidence of learning are used to evaluate individual as well as whole-class achievement.</p> <p>Representative examples of students' work at different levels of proficiency are provided to illustrate the nature and type of learning that took place relative to curriculum standards and unit goal(s).</p>	<p>Essay clearly communicates the effects of instruction on student learning through pretest and posttest results.</p> <p>Analysis of assessment results is tied to individuals' achievement of curriculum standards and unit goal(s).</p> <p>Quantitative and qualitative data are combined to evaluate individual and whole-class achievement. Multiple assessments are aligned with the content standards and lesson objectives.</p> <p>Assessment instruments have clear directions and scoring procedures that facilitate valid and reliable interpretations of student learning.</p> <p>There is evidence of providing students with constructive feedback.</p> <p>Representative examples of students' work at different levels of proficiency are provided to illustrate the kind and degree of learning that took place relative to curriculum standards and unit goal(s).</p>

Unit Component # 9: REFLECTIVE ESSAY (15 points)

Developing	Proficient	Advanced
<p>The candidate describes, but does not reflect on or articulate insights concerning, how the process of unit planning, teaching and assessing students' knowledge, skills, and attitudes before, during, and after instruction enabled him or her to meet selected Performance-Based Standards for Colorado Teachers (i.e., PBSCT).</p> <p>Reflection was poorly written, fragmented in terms of flow of ideas, or did not address important aspects of one's instruction and support of student learning.</p>	<p>The candidate reflects thoughtfully and clearly articulates how engaging in the process of planning, teaching and assessing students' knowledge, skills, and dispositions before, during, and after instruction enabled him or her to meet selected Performance-Based Standards for Colorado Teachers (PBSCT).</p> <p>Using artifacts and examples of classroom practice, candidate reflected on all PBSCTs not directly addressed in the Capstone Project.</p>	<p>The candidate thoughtfully reflects on and clearly explains how planning, teaching and assessing student learning before, during, and after instruction enabled him or her to meet selected PBSCT.</p> <p>Self-assessment, along with feedback from candidate's cooperating teacher, university consultant and university faculty, are evident in the reflective essay.</p>

Resources

- iWebfolio resources: <http://www.unco.edu/cebs/iWebfolio/index.html>
- STE contact information: <http://www.unco.edu/teach>

COOPERATING TEACHER INFORMATION

Paperwork to submit

- *The Teacher candidate is REQUIRED to print out the entire handbook, and provide you with a copy*

Required:

1. Two FAF forms, signed and reviewed by you and the teacher candidate. Submit to UNC Supervisor.
2. Mid-term Evaluation form. Discuss with student teacher; turn over to UNC Supervisor on the eighth week of student teaching.
3. Final Evaluation Form. Submit by the end of semester online at <http://UNCSurvey.org>. IMPORTANT: The teacher candidate will not receive a grade, unless the Final Evaluation form is submitted in a timely manner. **IF THE SURVEY IS NOT WORKING**, try to lower Privacy level in Internet Explorer to Medium (Tools, Internet Options, Privacy Tab). If it still does not work, it is probably because of the school's firewall. Just use your home, UNC Lab or a public computer.

Optional/as needed:

1. Student teacher Concern Form. Please submit **as soon as you realize** there is a serious problem with student's attitude, pedagogy, performance, or knowledge. Make sure to discuss with UNC Supervisor.
2. Graduate Credit for Cooperating Teacher: EDF 513 Registration form; find online at www.unco.edu/teach/ct.html. Only if you want to receive UNC graduate credit for supervision. There will be \$50 per credit registration fee.

UNIVERSITY SUPERVISOR'S INFORMATION

Paperwork

Note: No hard copies of any paperwork need to be submitted to STE office. Check on all paperwork collected from teacher candidate and cooperating teacher. We assume that if you pass the student, all paperwork is in good order. Keep all forms in your possession for one calendar year per UNC policy, and then destroy. For the purposes of data collection, we only need your on-line final form.

<u>What</u>	<u>What to do with it</u>	<u>Due on</u>
1. Three completed and signed FAF. Remind Teacher Candidate to scan and upload the last form you signed to iWebfolio.	Archive	End of semester
2. Collect two completed and signed FAF forms from Cooperating Teacher.	Archive	End of semester
3. Seminars	Schedule and teach three seminars; determine topic based on student needs and consultation with Dr. Thompson.	
4. Student Teaching Plan form	Discuss with student teacher, ask for corrections if necessary, archive	Week three
5. Mid-term evaluation form	Collect from Cooperating teacher, discuss with student teacher, archive	Week eight
6. Capstone project	Help students to understand, and upload o iWebfolio.	End of Semester
7. Diverse Field Experience Form: www.unco.edu/teach/dfc.html	Sign if looks credible; check facts if necessary. Return to student for uploading to iWebfolio	End of semester
8. Review video with teacher candidate	Discuss, using the guiding questions below; do not collect	Weeks 8-12
9. Final Evaluation Form at http://uncsurvey.org	Complete on-line; remind cooperating teachers do the same	Last day of Semester

10. Concern form, if applicable	Forward to Dr. Thompson	Immediately
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Responsibilities

1. Attend the Orientation meeting. If you or the teacher candidate are unable to attend, contact them by phone BEFORE student teaching begins.
2. Visit the school on the first week of student teaching. Keep in mind; some student teachers begin before classes start at UNC.
3. Establish e-mail communication with your teacher candidates, encourage regular reflection and inquiry.
4. Review and discuss Classroom Schedule Form at first visit.
5. Schedule a meeting at the beginning of the semester with each of the cooperating teachers with whom you will work.
6. Schedule and complete at least three full lesson observations (more if needed), including a post-observation conference.
7. Schedule and conduct 15 hours of field seminars with the student teacher. Topics should be discussed with your teacher candidates, and may include: lesson planning, differentiated instruction, parent communication, job search, interview process, classroom management, student assessment, etc.
8. Complete a mid-term and final evaluation on each candidate.

FORMS

FIELD ASSESSMENT FORM (FAF)

1 Lesson Observation # _____, or Final Evaluation

2 Class: Literacy Practicum , Postbac Practicum , Student Teaching , PB Student Teaching , or Ext. Studies

3 Teacher Candidate name: _____ 4 Bear #: _____

5 Evaluator: UNC Supervisor , OR Cooperating teacher . 6 Print evaluator's name: _____

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

COMMENTS (continue on the back or attach another sheet if necessary)

Strengths:

Areas of Improvement:

Evaluator Signature:

Date:

Teacher Candidate Signature:

Date:

3/22/11

Mid-term and Final Evaluation Form

Completed by Cooperating Teacher, discussed with student teacher by both cooperating teacher and UNC Supervisor

Cooperating Teacher information

- First name _____
- Last name _____

Teacher candidate Information

- First Name _____
- Last Name _____
- School, district _____
- Grade(s) _____

Teacher Candidates are expected to meet State standards and ECEI standards (but not all items below) at the Proficient or Advanced level by the end of the student teaching experience.

- Developing: Understands the standard, but performs inconsistently. Needs improvement to pass.
- Proficient: Consistently meets the standard's performance indicators. Passes.
- Advanced: Exemplary performance, consistently exceeding standards.
- N/A=Not observed

Enter D (Developing), P (Proficient), A (Advanced), or N/A ↓

1. Uses the major concepts, principles, theories, and research related to development of children in teaching (1). Understands cognitive foundations of learning (V).	
2. Uses concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills. (2.1)	
3. Intentionally supports oral and written language development (I)	
4. Designs and implements age-appropriate inquiry lessons to teach science, with appropriate use of physical, life, and earth/space sciences concepts (2.2).	
5. Teaches the major math concepts (number and operations, algebra, geometry, measurement, and data analysis and probability) (2.3)	
6. Teaches the major concepts and modes of inquiry from the social studies (2.4).	
7. Uses the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts (2.5).	
8. 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).	
9. Uses human movement and physical activity to foster active, healthy life styles and enhanced quality of life (2.7)	
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).	
11. Appreciates human diversity (IX), creates instructional opportunities that are adapted to diverse students (3.2)	
12. Differentiates instruction in response to needs of English Language Learners (VI)	
13. Differentiates instruction in response to needs of students identified as exceptional learners (VI)	
14. Uses technology effectively to increase student achievement (VII)	
15. Uses a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving (3.3)	
16. Fosters active engagement in learning, self motivation, and positive social interaction and creates supportive learning environments (3.4)	
17. Applies sound disciplinary practices and intervention strategies in the classroom (V)	
18. Uses effective verbal, nonverbal, and media communication techniques (3.5)	
19. Uses formal and informal assessment strategies to plan, evaluate and strengthen instruction (4.0, III)	
20. Provides constructive feedback to students (III)	

Enter D (Developing), P (Proficient), A (Advanced), or N/A ↓

21. Reflect on own practice; continually evaluate the effects of their professional decisions and actions on students, families and other professionals; actively seeks out 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)	
23. Articulates and models the democratic ideal to students (VIII)	
24. Strives to meet the needs of all students in a caring, non-discriminatory, and equitable way (IX)	
25. Is vigilant to bias and prejudice (IX)	
26. Meets legal and ethical responsibilities of a teacher (X)	
27. Follows rules and policies (X)	
28. Is always present and on time, misses or is late only for a true emergency (X)	
29. Dresses and behaves professionally and appropriately for the situation (X)	
30. Demonstrates high quality work and a model work ethic (X)	
31. Is confident, takes on leadership roles when appropriate (X)	
32. Is held in high regard by others (X)	

Candidate's Strengths:

Areas for growth or improvement:

Submit the expected grade recommendation for the teacher candidate. If in danger of Unsatisfactory, please alert Marita.Johnson@unco.edu and jon.shaw@unco.edu immediately.

U n s a t i s f a c t o r y | S a t i s f a c t o r y
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Signatures:

Cooperating Teacher

Teacher Candidate

UNC Supervisor

Student Teacher Concern Form

TEACHER CANDIDATE: _____ DATE: _____ SCHOOL: _____

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

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

Dates the Action Plan will be reviewed: _____

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 School of Teacher Education Office.