

LITERACY PRACTICUM HANDBOOK

EDEL 446

Elementary Professional
Teacher Education Program
2011-2012

Elementary Program coordinator
Brian Sevier
970-351-2857
Brian.sevier@unco.edu

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

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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 placement. The student will spend two days per week (either M/W OR T/TH) for the entire 16 week semester. Students will be evaluated at mid-semester and again at the end of the 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 a more realistic experience in the classroom. The course syllabus for EDEL 446 is available on Blackboard.

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.
 - communicating openly (questions, discussion and constructive feedback).
 - showing initiative and creativity.
 - maintaining a standard code of conduct and dress.
- Familiarize the teacher candidate with any essential procedures and practices of the school.
- Communicate with the University Supervisor regarding any concerns as early in the semester as possible.
- Complete an online mid-term evaluation of the teacher candidate found at www.uncsurvey.org. See dispositions rubric on pg. 7 as a guideline.
- Assist the teacher candidate with the Literacy Data Assignment.
- For the two separate lessons taught by the teacher candidate (other than the one observed by the University Supervisor):
 - review lesson plan before teacher candidate teaches the lesson (see lesson plan rubric)
 - observe the lesson
 - complete one FAF (Field Assessment Form) for each lesson
 - after the lesson is taught, provide feedback to the teacher candidate using the FAF
- Complete a final evaluation of the teacher candidate, UNC Supervisor, & UNC Program (www.uncsurvey.org)
*See page 6 for details of required evaluations/paperwork.

GRADUATE CREDIT FOR COOPERATING TEACHER

All UNC cooperating teachers are eligible to receive 1 graduate credit for supervising a Literacy Practicum teacher candidate. 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 online. The cost to the cooperating teacher is \$50 for processing. You should register for credit in the same semester you hosted a student. If you register for credit from a previous semester, you must include a check for the \$50 per credit fee. 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. If you are interested in receiving CDE credit for licensure renewal please see instructions at cde@state.co.us.

UNC SUPERVISOR RESPONSIBILITIES

- Make initial contact with teacher candidate at the Literacy Practicum Seminar #1.
- Make initial contact with the school principal and the cooperating teacher by the end of the second week of the Literacy Practicum & provide your contact information to both.
- Check that the cooperating teacher has the handbook and he/she is aware of the documentation/assignments chart (pg. 6)
- Visit the teacher candidate in the school for an initial visit, a mid-term check, a drop-in visit and the formal evaluation visit. Additional visits optional. Log visits on the Attendance/Supervisor Contact log. (pg. 14)
- Check with the teacher candidate on his/her progress on the Literacy Data Assignment.
- Set up one formal observation of a literacy lesson in the final six weeks of the Literacy Practicum, complete the FAF (Field Assessment Form), and discuss the FAF and lesson plan from lesson observed with the teacher candidate.
- Discuss the teacher candidate reflection of the lessons taught for the cooperating teacher.
- Contact the Elementary PTEP Coordinator **immediately** of any significant concerns.
- Collect & turn in required paperwork to the STE office (see page 6).

TEACHER CANDIDATE REQUIREMENTS

1. **Handbook**-Make a copy of the handbook for your Cooperating Teacher and schedule a time to review requirements with him/her in the first week of school.
2. **Lesson Plans**- Lesson plans must be in writing and include all the required components (state standards, objectives, assessments, etc.). See Rubric on page 11. Write a lesson plan for and teach 3 lessons (small or whole group). Two lessons will be evaluated by the cooperating teacher and one will be observed and evaluated by the university supervisor. You must provide a copy of your written lesson plan to the evaluator prior to the observed lesson. After each lesson, reflect on the lesson in writing using the Reflection/Self Evaluation form (pg. 15) and:
 - discuss your reflection with your University Supervisor.
 - submit your reflection form(s) to your EDEL 445 instructor.

3. **Literacy Data Assignment-** Two literacy data artifacts are to be elicited from your cooperating teacher. You will then: a) discuss the data with your cooperating teacher, b) write a descriptive paper on the value of the data collected, and c) be prepared to share the information with fellow teacher candidates in your EDEL 445 class. The literacy data assignment will be graded by your EDEL 445 instructor as part of your grade for that course. Here are the guidelines for this assignment:
 - a. Arrange with your cooperating teacher to obtain **two** classroom literacy assessments required by the district or school for your grade level. Make one of the assessments a focus on comprehension, if possible.
 - b. Talk to your cooperating teacher about how this data is shared with parents. If possible, attend a parent conference to observe the sharing process in action.
 - c. Complete a one-page word-processed descriptive paper:
 - First paragraph – identify and describe the assessments collected, including the following points:
 - * purpose of the assessment
 - * how assessment is administered
 - * what information is obtained from the assessment about student learning
 - * how results are used (i.e. how instruction is planned or adjusted to address individual needs for students)
 - Second paragraph – reflection on what you learned
 - * what you learned about literacy data assessments
 - * how you could share the information with parents
 - * new questions you have about literacy data assessments – what you are wondering, what you would like to know
 - d. The assessments and your descriptive paper will be discussed in your EDEL 445 class.
4. **Professionalism-** Arrive on time and always act professionally. Teacher Candidates are required to attend events such as faculty meetings, staffing, etc. on the days they are present, unless specifically asked not to do so. All missed days and hours must be recorded on the Attendance/Supervisor Contact log and be made up.
5. **Mandatory Literacy Practicum Seminars-**Attend all scheduled Literacy Practicum Seminars. On seminar days, teacher candidates will attend seminar in the morning and then are to return to their assigned classroom that afternoon.
6. **Final Evaluation-** Complete online evaluation of Literacy Practicum program/Cooperating Teacher/UNC Supervisor at www.uncsurvey.org.

REQUIRED DOCUMENTATION/ASSIGNMENTS

<u>FORMS/DOCUMENTATION</u>	<u>RESPONSIBLE PARTY</u>	<u>GIVE TO</u>	<u>DUE</u>
Print complete copy of this handbook	Teacher Candidate	Cooperating Teacher	At first contact
2 FAF forms	Cooperating Teacher (CT)	UNC supervisor	Last day of semester
Attendance/ Contact log	Teacher Candidate	UNC Supervisor	Last day of semester
1 FAF form you complete + 2 FAF from CT + Attendance/Contact log	UNC Supervisor	STE Office	Last day of semester
Online midterm evaluation	Cooperating Teacher	www.uncsurvey.org	Oct. 15/Mar. 15
Literacy Data Assignment	Teacher Candidate	EDEL 445 instructor	Instructor due date
3 Self Reflection forms	Teacher Candidate	EDEL 445 instructor	Instructor due date
Online Final Evaluation	Teacher Candidate, Cooperating Teacher and UNC Supervisor	www.uncsurvey.org	Dec. 1/May 1

DISPOSITIONS RUBRIC & EVALUATION QUESTIONS

Dispositions Rubric:

	Unsatisfactory (1)	Developing (3)	Proficient (5)	Advanced (7)
ENGAGEMENT	<p>Teacher candidate:</p> <ul style="list-style-type: none"> is late or absent <i>three or more times</i>. 	<p>Teacher candidate:</p> <ul style="list-style-type: none"> is late or absent <i>twice</i>. 	<p>Teacher candidate:</p> <ul style="list-style-type: none"> is late or absence only <i>once</i> 	<p>Teacher candidate:</p> <ul style="list-style-type: none"> is always present and on time.
	<ul style="list-style-type: none"> fails to contact instructor or cooperating teacher when absent and/or gives no or suspicious reason for absence. 	<ul style="list-style-type: none"> gives short notice to instructor or cooperating teacher or provides a reason after the absence. 	<ul style="list-style-type: none"> notifies instructor or cooperating teacher in advance and makes arrangements (i.e. sub plans, assignments emailed). 	<ul style="list-style-type: none"> only misses class for a true emergency, provides documentation for absences (jury summons, doctor note, etc.), and makes arrangements well in advance when possible (e.g., sub plans, assignments emailed).
	<ul style="list-style-type: none"> does not participate, is not engaged in learning and/or teaching, seems lackadaisical or negative. 	<ul style="list-style-type: none"> is respectful but <i>does not</i> necessarily engage or participate in learning and/or teaching. 	<ul style="list-style-type: none"> is <i>actively engaged</i> and participates in the classroom with learners and/or colleagues. 	<ul style="list-style-type: none"> initiates active engagement and participation in the classroom with learners and/or colleagues.
	<ul style="list-style-type: none"> is unprofessional (e.g., reads newspaper, text messages, uses cell phone, has side conversations). 	<ul style="list-style-type: none"> is professional in behavior most of the time. 	<ul style="list-style-type: none"> is professional in behavior. 	<ul style="list-style-type: none"> is unfailingly professional in behavior and builds professional relationships.
	<ul style="list-style-type: none"> dresses unprofessionally for the situation (i.e. sloppy, cleavage showing, wrinkled, under-dressed). 	<ul style="list-style-type: none"> dress is questionable in terms of appropriateness. 	<ul style="list-style-type: none"> dresses appropriately for the situation. 	<ul style="list-style-type: none"> dresses professionally and appropriately for the situation.
	<ul style="list-style-type: none"> demonstrates negative interactions with learners, colleagues, and/or instructors (e.g., unprofessional comments, peculiar demeanor with others). 	<ul style="list-style-type: none"> usually interacts positively and appropriately with all learners, colleagues, and/or instructors. 	<ul style="list-style-type: none"> always interacts positively and appropriately with all learners, colleagues and/or instructors. 	<ul style="list-style-type: none"> interacts appropriately <i>and builds positive relationships</i> with learners, colleagues and/or instructors.

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	Unsatisfactory (1)	Developing (3)	Proficient (5)	Advanced (7)
EFFORT	<p>Teacher candidate:</p> <ul style="list-style-type: none"> pays little attention to quality; sloppy or multiple errors (work is not proofed). 	<p>Teacher candidate:</p> <ul style="list-style-type: none"> generally completes adequate work with some revisions needed. 	<p>Teacher candidate:</p> <ul style="list-style-type: none"> completes work of high quality – does what is expected . 	<p>Teacher candidate:</p> <ul style="list-style-type: none"> completes exceptionally high quality work; goes beyond expectations.
	<ul style="list-style-type: none"> lacks initiative; shows little interest in learning or improving skills. 	<ul style="list-style-type: none"> at times, demonstrates initiative suitable to the context. 	<ul style="list-style-type: none"> demonstrates initiative suitable to the context most of the time. 	<ul style="list-style-type: none"> demonstrates high level of initiative suitable to the context.
	<ul style="list-style-type: none"> is uncertain and lacks confidence when interacting with learners, peers, and/or colleagues in a large group situations. 	<ul style="list-style-type: none"> inconsistently conveys confidence when interacting with learners, peers, and/or colleagues in a large group situations. 	<ul style="list-style-type: none"> conveys confidence when interacting with learners, peers, and/or colleagues in a large group situations. 	<ul style="list-style-type: none"> conveys a high level of confidence when interacting with learners, peers, and/or colleagues in small and/or large group situations.
	<ul style="list-style-type: none"> does not seek out new resources when preparing materials or assignments, lacks organizational skills. 	<ul style="list-style-type: none"> prepares and organizes materials. 	<ul style="list-style-type: none"> is somewhat creative when preparing & organizing materials. 	<ul style="list-style-type: none"> seeks resources and is creative in preparing and organizing materials.
	<ul style="list-style-type: none"> is apathetic about commitments and does not meet due dates. 	<ul style="list-style-type: none"> inconsistently follows through with commitments and due dates. 	<ul style="list-style-type: none"> demonstrates reliability by following through with most commitments and due dates. 	<ul style="list-style-type: none"> demonstrates a high level of reliability by following through with due dates and commitments.
	<ul style="list-style-type: none"> does not meet timelines for task completion – work is consistently late or missing. 	<ul style="list-style-type: none"> follows most timelines and due dates for tasks. 	<ul style="list-style-type: none"> follows timelines and due dates. 	<ul style="list-style-type: none"> follows all timelines and due dates – has many tasks completed prior to date needed.
	<ul style="list-style-type: none"> is resistive to feedback and reflections are very surface level. 	<ul style="list-style-type: none"> needs reminders to use feedback in order to improve skills; some reflection is evident. 	<ul style="list-style-type: none"> uses feedback constructively and routinely reflects on work to improve skills. 	<ul style="list-style-type: none"> seeks feedback and uses it constructively; reflects on teaching and assignments.
	<ul style="list-style-type: none"> displays limited or no ability to motivate and engage all learners; creates static learning environments that have minimally or do not address the needs of all learners. 	<ul style="list-style-type: none"> attempts to motivate and engage all learners; creates learning environments to adequately meet the needs of all learners. 	<ul style="list-style-type: none"> motivates and engages all learners in learning by creating flexible learning environments to meet the needs of all learners including those from diverse backgrounds and with exceptional learning needs. 	<ul style="list-style-type: none"> creates flexible and engaging learning environments with innovative materials and strategies to motivate all learners including those from diverse backgrounds and with exceptional learning needs.

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	Unsatisfactory (1)	Developing (3)	Proficient (5)	Advanced (7)
INITIATIVE	<p>Teacher candidate:</p> <ul style="list-style-type: none"> displays little to no evidence of attempt to learn course content. cannot articulate personal goals 	<p>Teacher candidate:</p> <ul style="list-style-type: none"> fulfills minimum requirements. has personal goals to complete requirements satisfactorily. 	<p>Teacher candidate:</p> <ul style="list-style-type: none"> strives to exceed basic requirements of class or field placement. willingly accepts and occasionally exceeds goals set by others (e.g. cooperating teacher, instructor). 	<p>Teacher candidate:</p> <ul style="list-style-type: none"> puts forth great effort of own initiative, without the regard of grades. asks questions when material, concepts, or expectations are not clear; sets individual goals and evaluates own learning.
	<ul style="list-style-type: none"> Unaware of professional organizations or publications; demonstrates little interest in growing professionally; shows little or no interest in professional activities, publications or events. 	<ul style="list-style-type: none"> aware of professional organizations and publications; occasionally participates in professional activities and understands the importance of professional growth. 	<ul style="list-style-type: none"> uses or references professional organizations and publications; belongs to professional organizations; participates in professional events when available; values professional growth. 	<ul style="list-style-type: none"> actively involved with professional organizations and publications; seeks opportunities to be involved in professional activities; takes leadership roles in professional organizations when available; makes professional growth a high priority
	<ul style="list-style-type: none"> appears unaware of rules, restrictions & policies; occasionally disregards them even with reminders. 	<ul style="list-style-type: none"> aware of rules, restrictions, and policies; usually follows them without being reminded. 	<ul style="list-style-type: none"> knows rules, restrictions and policies and dependably follows them. 	<ul style="list-style-type: none"> dependably follows rules, restrictions, and policies and encourages others to do the same.
	<ul style="list-style-type: none"> wants exceptions to be made for him/her, or tries to get around established rules of behavior, dress, etc; thinks rules were made for others; blames others for mistakes or errors. 	<ul style="list-style-type: none"> does not habitually attempt to circumvent policies in patterns of behavior, dress, language, etc.; periodically needs reminders to take responsibility for own actions. 	<ul style="list-style-type: none"> accepts responsibility for behavior and dress, language, emotions, etc. 	<ul style="list-style-type: none"> exemplary patterns of behavior and dress; takes responsibility for errors and seeks ways to improve.
	<p>Teacher candidate:</p> <ul style="list-style-type: none"> shares learner information with individuals not in a “need to know” position. 	<p>Teacher candidate:</p> <ul style="list-style-type: none"> attempts to maintain confidentiality of information and records. 	<p>Teacher candidate:</p> <ul style="list-style-type: none"> maintains confidentiality of all learner records and information. 	<p>Teacher candidate:</p> <ul style="list-style-type: none"> maintains confidentiality of all learner records and information; advocates for the maintenance of confidentiality with others.
	<ul style="list-style-type: none"> has little regard for others or their ideas. 	<ul style="list-style-type: none"> accepts ideas of others. 	<ul style="list-style-type: none"> incorporates ideas of others and credits others for their work. 	<ul style="list-style-type: none"> encourages the use of ideas from all; willingly acknowledges others’ ideas.
FAIRNES				

Unsatisfactory (1)	Developing (3)	Proficient (5)	Advanced (7)
<ul style="list-style-type: none"> demonstrates a limited lack of respect when speaking with learners, families, peers and colleagues; uses poor or negative judgment during interactions. 	<ul style="list-style-type: none"> attempts to communicate respectfully and effectively with learners, families, peers and colleagues; minimal use of positive statements and good judgment and discretion during interactions. 	<ul style="list-style-type: none"> communicates respectfully and effectively when speaking with learners, families, peers and colleagues including those from diverse backgrounds and with exceptional learning needs; demonstrates good judgment and discretion during interactions. 	<ul style="list-style-type: none"> communicates respectfully and positively when speaking with learners, families, peers & colleagues including those from diverse backgrounds and with exceptional learning needs; uses exceptional judgment during interactions.
<ul style="list-style-type: none"> uses minimal or no effective communication strategies when presenting and/or teaching. 	<ul style="list-style-type: none"> attempts to utilize a variety of communication strategies to present peers to or teach all learners. 	<ul style="list-style-type: none"> uses a variety of effective communication strategies to present to peers or teach all learners. 	<ul style="list-style-type: none"> uses and promotes various effective communication strategies to present to peers or teach all learners.
<ul style="list-style-type: none"> demonstrates favoritism to some peers, colleagues, or learners. 	<ul style="list-style-type: none"> presumes that most learners can learn and be successful. 	<ul style="list-style-type: none"> expects all learners to learn and be successful, including those from diverse backgrounds and with exceptional learning needs. 	<ul style="list-style-type: none"> expects and promotes opportunities for all learners to be successful, including those from diverse backgrounds and with exceptional learning needs.
<ul style="list-style-type: none"> is concerned with self not others, rarely listens to others, is unprofessional in addressing issues, pattern of dishonesty or deceitful behavior. 	<ul style="list-style-type: none"> relates adequately with others, uses discretion in keeping confidences, attempts to address issues in a professional manner, is truthful and honest in dealing with others. 	<ul style="list-style-type: none"> maintains confidentiality of conversations where appropriate, communicates issues directly with individuals involved and those within a professional hierarchy; respects differences of opinion. 	<ul style="list-style-type: none"> creates a safe learning environment where concerns are addressed and resolved following a professional hierarchy. Respects others with differing opinions and discusses issues in a professional manner.
<ul style="list-style-type: none"> may sacrifice truth for personal advantage, exhibits questionable integrity. 	<ul style="list-style-type: none"> strives to be trustworthy and keep his/her word, exhibits personal integrity. 	<ul style="list-style-type: none"> demonstrates strong personal character; is a good role model of personal integrity. 	<ul style="list-style-type: none"> demonstrates impeccable character and is held in high regard as a role model by others.

Adapted from the UNC Sport and Exercise Program Dispositions Rubric.

Mid-term Evaluation Questions:

The Literacy Practicum Teacher Candidate-

- Interacts positively and appropriately with all learners, colleagues and/or instructors.
- Completes work of high quality – does what is expected on time.
- Takes initiative and strives to exceed basic expectations of the literacy practicum.
- Expects all learners to learn and be successful, including those from diverse backgrounds and with exceptional learning needs.
- Demonstrates strong personal character; is a good role model of personal integrity.

LESSON PLAN EVALUATION RUBRIC

	DEVELOPING	PROFICIENT	ADVANCED
Component #1: Written Lesson Plan – Standards & Objective (ACEI 1, 3.1, PBSCT 3)	-Lesson plan not based on Colorado Model Content Standards and/or objectives not clear or related specifically to the lesson.	-Lesson plan based on the appropriate Colorado Model Content Standards; standards listed. -Written objectives related to the standards and appropriate for the lesson planned.	Lesson plan based on the appropriate Colorado Model Content Standards; standards listed. -Written objectives related to the standards and appropriate for the lesson planned. -Written objectives included language used in district grade level objectives and/or Colorado Basic Literacy Act (CBLA) Proficiencies for the appropriate grade level.
Component #2: Written Lesson Plan – Assessment (ACEI 4.0; PBSCT 3)	-Assessment information and evidence of expected student learning not present, not complete and/or vague; -Assessment not specifically related to the standards and objectives	-Assessment information and evidence of expected student learning present, clear, and complete; -Assessments specifically related the written standards and objectives.	-Assessment information and evidence of expected student learning present, clear, and complete; -Assessments specifically related the written standards and objectives; -Assessments relate specifically to the district grade level standards and/or CBLA grade level proficiencies.
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)	-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	-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.	-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; -Written lesson plans specific, detailed and creative.
Component #4: Written Lesson Plan-Materials Needed and Time Requirements (ACEI 2.1, 3.1, 3.4; PBSCT 4, 5)	-Materials needed for the lesson not listed and/or appropriate time for instruction not listed in the plan.	-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	-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
Component #5: Written Lesson Plan-	-Adaptations, modifications, and extensions not related to content	-Adaptations, modifications, and extensions are related to content	-Adaptations, modifications, and extensions are related to content

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<p>Adaptations, Modifications, and Extensions including Special Populations</p>	<p>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 not evident or lacking in clarity in the written plan.</p>	<p>standards and objectives; -Planned activities and extensions 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.</p>	<p>standards and objectives; -Planned activities and extensions 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, specific to the individual students in the classroom and are included in the planning.</p>
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FIELD ASSESSMENT FORM (FAF)

- ❶ Lesson Observation # _____, or Final Evaluation
 ❷ Class: Literacy Practicum , Postbac Practicum , Student Teaching , PB Student Teaching , or Ext. Studies
 ❸ Teacher Candidate name: _____ ❹ Bear #: _____
 ❺ Evaluator: UNC Supervisor , OR Cooperating teacher . ❻ 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

ATTENDANCE/SUPERVISOR CONTACT LOG

TEACHER CANDIDATE NAME _____ BEAR # _____

COOPERATING TEACHER _____ SCHOOL _____

YEAR _____ FALL SPRING SEMESTER (CHECK ONE)

TEACHER CANDIDATE ATTENDANCE:

Date Absent and/or Hours Missed	Reason for Absence/Arrangements left for Cooperating teacher if necessary?	Make up date-Student Contact	Cooperating teacher Signature - To be signed after make up days/hours completed

UNC SUPERVISOR VISITATION/CONTACT LOG:

DATE/TIME	REASON FOR VISIT	COMMENTS

Teacher Candidate

Cooperating Teacher

University Supervisor

CONCERN COUNSELING PROCEDURE

The procedure outlined below is to be followed when there is a concern about professional and/or academic behavior/attitude/professionalism of a teacher candidate in the Elementary PTEP. Written documentation by the UNC Supervisor and school principal and/or 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 concern(s) 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 of 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).

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 should be given to the teacher candidate. The original form is placed in the teacher candidate's assessment file in the Elementary Professional Teacher Education Office.

STUDENT TEACHING PLACEMENT PROCESS

Congratulations UNC Teacher Candidates, you are one step closer to your final student teaching field experience and ultimately your teaching license! Here is what you can expect from the student teaching placement process next semester.



The “Stops” and “Gos” of the *Student Teaching Placement Process*

