



University of Northern Colorado Master's of Arts in Teaching: Elementary Education Licensure 2011-2012

Program Handbook & Orientation Packet



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Online Information:

1. www.uncpostbac.com All program documents and handbooks are online at www.uncpostbac.com. Go to "MAT: EEL". Then click on "Information for Current Students".
2. www.unco.edu/extendedstudies for Extended Studies. The student guide is online at <http://www.unco.edu/extendedstudies/extended/handbook.html>.

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MASTER OF ARTS IN TEACHING: ELEMENTARY EDUCATION LICENSURE

First Time Licensure

Since its founding as the State Normal School in 1889, the University of Northern Colorado has earned a reputation for educating highly-qualified elementary-school teachers. In keeping step with the needs of an ever-changing society, UNC's commitment to teacher education has evolved over the years, becoming increasingly diverse and inclusive. The Master's of Arts in Teaching: Elementary Education Program represents diversification of UNC's traditional mission of teacher preparation by including graduate-level teacher candidates within its purview for initial licensure. To acquire knowledge of curriculum, subject-matter content, and the pedagogical skills and dispositions needed to maximize student learning, teacher candidates are immersed in a balanced combination of on-campus coursework and field-based experiences.

Mission Statement

The mission of the Master of Arts in Teaching: Elementary Education Licensure Program is to prepare graduate-level teacher candidates who are able to perform proficiently in elementary classrooms situated in an increasingly complex, diverse, and technologically advanced society. This program emphasizes the depth and breadth of knowledge and skills described in the Performance-Based Standards for Colorado Teachers (2000).

Program Philosophy

Promoting student achievement requires that teacher candidates develop knowledge of content, pedagogy, and child development to design learning experiences that consistently build on students' prior knowledge and experiences. Candidates must also become familiar with the structure of the disciplines they teach in order to present subject-matter content in a challenging, clear, and compelling ways. Teachers must know how children learn and strive to make complex ideas accessible and meaningful using instructional strategies and assessment procedures that invite and enable students to construct their own knowledge. Each and every elementary student has a right to a competent and caring teacher, one who contributes to the growth of the whole child, including his or her personal, social, cognitive, moral and physical development. Teacher candidates must be committed to the worth, dignity and rights of all learners, regardless of gender, national origin, ethnicity, religious beliefs, socio-economic background, or type of exceptionality.

The Master of Arts in Teaching: Elementary Education Licensure program focuses on empowering teacher candidates as school leaders for the purpose of improving student learning through the development of meaningful curriculum, authentic instruction, and performance-based assessment. The program includes carefully constructed school-based field experiences where candidates connect theory and research while being supervised and coached in the practices characteristic of excellent teachers. Our master's degree with licensure is founded upon a set of 12 program outcomes developed from the National Council for the Accreditation of Teacher Education (NCATE), Association for Childhood Education International (ACEI), and the Performance-Based Standards for Colorado Teachers.

**Master of Arts in Teaching: Elementary Education Licensure Program Outcomes
Creates Graduates who:**

1. are responsive to the needs and experiences of individual students - based on culture, economics, language, innate learning abilities, and exceptionalities - when developing and implementing curriculum, instruction, and assessment.
2. use theory and research in child development to design age-appropriate curriculum and learning experiences that support students' acquisition of knowledge, skills, and dispositions.
3. cultivate students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.
4. know and use major concepts and tools of inquiry from the academic disciplines to create meaningful, integrative, value-based, challenging, and authentic learning for students during field based experiences.
5. design and adapt curriculum, instruction, and assessment based on knowledge of students, learning theory, subject matter, curriculum standards, and community resources to teach students who are diverse in their development, back grounds, and approaches to learning.
6. use a variety of different curricula, instructional strategies, and assessment techniques to develop students' critical thinking, problem-solving and decision making skills in ways that transfer to real-world situations.
7. manage time, communications, and student interactions in ways that support learning and contribute to a positive classroom community.
8. use formal and informal assessment strategies to evaluate student learning and inform instruction.
9. are professional problem solvers who make decisions by reflecting critically on their practice in the light of theory and research in education.
10. collaborate with colleagues, administrators, and other educators by providing leadership that informs school effectiveness.
11. establish and maintain positive collaborative relationships with members of the community and families to promote students' intellectual, social, emotional, and physical growth.
12. Implement technology to support teaching and learning 21st century skills that promote post secondary readiness.

Eight philosophical beliefs guide our preparation of teacher candidates:

1. Effective elementary teachers must have a strong foundation in the content they teach, including mathematics, science, social studies, and literacy. Teacher candidates have a broad liberal arts background as well as depth pedagogical background.
2. The preparation of elementary education initial licensure candidates must be based on a shared commitment of all faculty involved, including those in the Colleges of Education, Arts and Sciences, Health and Human Sciences, and Performing and Visual Arts, as well as our colleagues in Host Schools.
3. An effective teacher education program must involve Host Schools that: a) provide an exemplary education for all elementary students; b) regularly engage teachers in professional development, c) support inquiry that advances knowledge of teaching and learning; and d) provide clinical settings for future educators.
4. Effective teacher candidates must be knowledgeable and skilled in: a) using technology as a tool to support student learning; b) designing, implementing, and interpreting the results of multiple methods of assessing student learning; c) aligning teaching strategies and assessment methods with student knowledge and performance standards; and d) addressing the needs of diverse groups of students.
5. Design and implementation of the program must be based on rigorous state, national, and professional organization standards and effective formative as well as summative performance-based assessment. The teaching success of teacher candidates is linked to elementary students' learning.
6. Teacher candidates progress along a developmental teaching continuum from basic understanding to acquiring proficient beginning educator knowledge and performances.
7. Teacher candidates must have extensive and diverse supervised field experiences where they can connect knowledge of subject matter with educational theory and practice.
8. Teacher candidates must be prepared to initiate, mediate, and respond to the complexities of the change process in education. Capacities for personal vision building, deliberate inquiry, initiating and sustaining purposeful action and collaboration allow teacher candidates to participate as education change agents.

MAT/Elem Ed Licensure Program Courses

MAT/EEL students are required to complete the following courses during the program. Courses are offered during the summer and fall semesters while student teaching is offered during the spring semester. Students take 18 credits in the summer, 13 in the fall, 9 in the spring, and 6 the following summer.

REQUIRED COURSES	
Course Number/Name	Credits
EDEL 520 Effective Instruction in Elementary School Mathematics	3
EDEL 525 Integrated Methods: Visual Arts, Music, and Physical Education	3
EDEL 550 Effective Instruction in Elementary School Social Studies	3
EDEL 602 Elementary School Practicum	2
EDF 500 Conceptions of Schooling	3
EDFE 125/130 Checkpoint Courses	0
EDRD 510 Achieving Effective Instruction in Developmental Reading	3
EDRD 511 Elementary Reading Diagnosis & Individualization	3
EDSE 430 Exceptional Student in the Elementary School Classroom	2
ET 501 Introduction to Applications of Educational Technology	3
PSY 347 Educational Psychology for Elementary Teachers	3
SCED 570 Teaching Science in the Elementary School (& Lab)	3
EDEL 544 Elementary Student Teaching & Capstone Seminar	8
CH 303 Health Education in the Elementary School	1
EDEL 612 Elementary School Curriculum	3
SRM 600 Research Methods	3
Total	46

Field Experiences in Elementary Schools

During field experiences MAT/EEL teacher candidates gain the direct supervision of a Master Teacher (as identified by the school Principal and UNC Program Coordinator). There are three field experience components in this program.

1. The first field experience comes in the form of the EDEL 602 Practicum in Elementary Education. During the fall semester you are placed in an elementary classroom where you complete a number of assignments designed to help you meet the Performance Based Standards for Colorado Teachers (details are provided in the EDEL 602 Student Handbook). Working ten hours per week for the fifteen week-long fall semester will give you a total of 150 hours of field experience this is supervised by your Cooperating Teacher. Please fill out the Practicum Placement Request at by April 15 at noon (Loveland and Greeley) or April 22 at noon (Denver and Colorado Springs).
2. Simultaneously you will be taking part in the tutoring component of EDRD 511 (Elementary Reading Diagnosis and Individualization). With the guidance of your instructor you will diagnose reading leading to instruction through a variety of approaches regarding elementary students. This hands- on-course will guide the teacher candidate toward the end of enabling teachers to select appropriate methods/ materials regarding reading.
3. The capstone field experience comes in the form of EDEL 544 student teaching. During the spring semester you will complete a sixteen week-long student teaching experience; working eight hours a day in the classroom for sixteen weeks will give you 640 hours of field experience that is supervised by your Cooperating Teacher and a UNC Supervisor.

“Where do I complete my EDEL 602 Practicum?” We have established relationships with specific “Host Schools” located in Northern Colorado for the Greeley Loveland cohorts. These public elementary schools are chosen on the basis of having a diverse student population, a reputation for promoting student achievement, and host teachers who are skilled at working with teacher candidates.

“Where do I complete my EDEL 544 Student Teaching?” You may select a preference for your student teaching experience; however, this is not a guarantee for school district, school, or grade level placement. You will submit the application in the EDFE 130 (0 Credit Checkpoint course) in fall semester for spring student teaching. You may only student teach in an Elementary setting, placements may only be made through UNC, teacher candidates are not allowed to make their own placements. UNC has a 100% placement rate.

**Important Information Regarding the
PLACE (Program for Licensing Assessments for Colorado Educators)
And Praxis II Assessments, and Teacher Licensure**

Beginning in the fall of 2002, all elementary student teachers are required to pass either the PLACE or Praxis II Assessment prior to entering Student Teaching

The Licensure Assessments are criterion referenced and objective based. The assessment is designed to identify those students who have the level of content knowledge judged important for educators in elementary schools in Colorado. An individual's performance is evaluated against an established standard. The passing score for the assessment is established by the Colorado State Board of Education, and is based on the professional judgments and recommendations of Colorado educators.

What state mandated assessments are required to meet requirements for teacher licensure in Colorado?

- Licensure requires one exit level test that assesses the teacher candidate's knowledge of content. PLACE stands for Program of Licensing Assessments for Colorado Educators.

How often is the test scheduled?

- PLACE and Praxis II are both offered 6-7 times a year at several locations throughout Colorado, including Greeley. See the schedule and sign up for the test date that works best for you at:
<http://www.place.nesinc.com/> or <http://www.ets.org/praxis/>

Which test should I take?

- If you take the PLACE, you will want to sign up for the Elementary Education Test 001. You do not have to take the Basic Skills test. If you are going to take the PRAXIS test, please take Elementary Education: Content Knowledge Test 10014.
- The tests are offered throughout the year, one option that we recommend is taking them:
PLACE August 6 or PRAXIS July 23.

How is the test developed and revised?

- Current standards and surveys are sent to faculty at all Colorado teacher preparation colleges and universities to develop the test. As programs are restructured to meet new standards, the test will change to reflect knowledge related to the new standards.

When will I have to pass the test?

- Successful completion of the PLACE or Praxis II Content exam is required prior to student teaching (EDEL 544).

How long does it take to receive results of the test?

- Results are sent to CDE and UNC about 4-6 weeks after taking the test.

How do I register to take the test?

- PLACE and Praxis II Registration Bulletins, including mail-in registration forms are available in the School of Teacher Education, McKee 216, or online at www.place.nesinc.com (PLACE) or www.ets.org/praxis (Praxis II).

Will special provisions be made for someone who is not able to take the test under standard conditions because of a disability?

- Yes. Requests for special arrangements based on documentation of a disability will be reviewed and approved by NES. The procedure for requesting special arrangements is included in the registration bulletins available in the STE office.

Is there a limit to how many people pass the test?

- No. It is possible for everyone to pass the test since it will be a criterion-referenced test and not a norm-referenced test.

Is there a cost for taking the test?

- Yes. The cost for each test ranges from \$95.00 - \$135.00.

Am I limited in the number of times I can take the test?

- No. Students must take the test until they pass.

What is the difference between the PLACE and the PRAXIS?

- PLACE results are good for Colorado, whereas PRAXIS results are good for most states.

Licensure

In order to fulfill a teaching contract, a prospective teacher must be licensed by the state in which he or she is to be employed. Licensure by the state is NOT an automatic event upon graduation and must be initiated by the student. During your Spring Semester and Student Teaching, one of your seminars will be attended by a UNC Licensure Officer and a representative from Career Services to help guide you in this process. Below are the steps on how to apply for Colorado Teaching Licensure and answers to some frequently asked questions:

How do I apply for a Colorado Teaching License?

- a. Download a licensure application form the Colorado Department of Education website at www.cde.state.co.us/index_home.htm or wait until you attend a Career Services/Licensure seminar later in the semester for a hard copy of the licensure packet. Note: You do not have to re-do your fingerprints for your license. Please return the blank fingerprint card to McKee 216 with your packet.

- b. You are required to submit official transcripts from all colleges/universities attended. You may order your official UNC transcripts on-line through URSA. Please request the UNC transcript to be held for current term spring semester grades and sent directly to Mrs. Vicky Stromberger at the following address: School of Teacher Education College of Behavioral Sciences, University of Northern Colorado, c/o Mrs. Vicky Stromberger, Campus Box 107 McKee Hall 216, Greeley, CO 80639.
- c. Your teaching license will be mailed to you from the Colorado Department of Education 8-10 weeks after graduation.

What are the requirements for a Provisional Teacher License?

- To obtain a Provisional Teacher License a person must have completed a bachelor's degree and licensure coursework at an accredited university and be recommended for licensure by an official teacher licensure officer.

Can the Provisional Teacher License be renewed?

- Yes. The 3-year Provisional Teacher License can be renewed every 3 years.

What are the requirements for a Professional Teacher License?

- To obtain a Professional Teacher License a person must have held a Provisional Teacher License, successfully completed an induction program, and have documentation of ongoing professional development and assessment as determined by the Colorado Department of Education.

What is an induction program?

- An induction program is a program of continuing professional development and mentoring for provisional licensees that meet the standards of the State Board of Education and that upon completion leads to a recommendation for licensure by the school district or districts providing such induction program. Colorado school districts must have induction programs in place for beginning teachers hired by the district.

How long is the induction program?

- It is assumed that an induction program will include one full school year. For beginning educators who may need additional support, the induction program can extend to as many as three years.

Will I be eligible for a teaching certificate/license in other states?

- Contact the specific state's Department of Education to request the paperwork required for Institutional Recommendation in order to be recommended for licensure in another state. The state may have additional assessments or requirements that may need to be completed prior to obtaining licensure or certification in their state

How do I apply for a Substitute Teaching License?

- There are two different types of substitute teaching licenses. You can apply for a one-year sub license through the school district(s) in which you would like to substitute. If you would prefer a three-year sub license you need to apply through the Colorado Department of Education. You can download an application from their website at www.cde.state.co.us/index_home.htm.

If you have further questions or concerns regarding Teacher Licensure:

- Contact Vicky Stromberger at 351-1624 or vicky.stromberger@unco.edu.

Liberal Arts Review Requirements:

These requirements allow students to complete the Post Baccalaureate Teacher Licensure Program in a condensed amount of time because they believe that all of the following courses will have been taken by students/educators in the liberal arts core of their undergraduate work. If these classes are not completed in undergraduate work, they must be completed by the time the Post Baccalaureate program is completed. All courses must have a “C” or better (Except English Composition, which must have a “B” or better). Courses will be at the 100 level or above.

- English Composition or Writing Proficiency
- Science (biology, chemistry, earth science, physics/physical science)
- Mathematics (non-remedial)
- Arts/Humanities (visual or performing arts, literature, foreign language, philosophy)
- Social Studies (history, geography, American Gov, civics, economics)

English Composition or Writing Proficiency (English Essay Exam) B or better must be completed prior to student teaching.

You may take the above courses at any community college, college, or take a CLEP exam to fulfill your Liberal Arts Requirements. After completing a course or test, have official results or transcripts sent to Jonathan Shaw.

CLEP Exams may be taken at UNC Career Services (linda.morehead@unco.edu) at 970-351-2127 in the following areas:

- Principles of Microeconomics, Principles of Macro Economics (1 Social Science Course)
- College Composition (Written Proficiency/English Composition)
- U.S. History I, U.S. History II: 1865 to the Present (History)
- College Algebra, College Mathematics (Math)

Advising and Counseling

The Office of Academic Support and Advising assists new students and their family members with their transition to the University of Northern Colorado. The Office of Academic Support and Advising coordinates the Tutoring Center (<http://www.unco.edu/asa/tutoring/inclass/classescovered.html>) and Supplemental Instruction programs. Nationally certified tutors provide free individual and group tutoring sessions in approximately 130 different courses encompassed by the major subject areas.

Prospective Teachers are assigned an advisor (Dr. Harding-DeKam, Dr. Fertig, and Dr. Englebretson) prior to beginning the program at the Orientation Meeting. Prospective Teachers are advised to contact their advisor at least once a semester for individual guidance if they have questions or concerns to help with a variety of academic issues, procedures and opportunities. Advising takes place through the following:

1. There are group advising sessions each semester for each geographic location
2. Appointments are available each week at each campus for individual advising appointments.
3. Phone appointments can also be made for convenient student advising.
4. Email and online advising take place throughout the program.
5. Handbooks help advise through the Program Handbook, Practicum Teaching Handbook, and Student Teaching Handbook. These can all be found on our website.

An advisor fills out the Advising Form during the advising session (or an email is printed out). The completed forms are then placed in the Prospective Teacher's student file. Information recorded on the advising sheet documents: semester in program, number of past advising session(s), purpose for the advising appointment, advising recommendations, and plan for resolving any problem(s). The advisor and Prospective Teacher then initial the advising form or email. Form is attached. There is a follow-up with the Prospective Teacher to guarantee resolution of the program or to create another plan to solve the issue.

The Counseling Procedure is followed in a step-by-step procedure explained in the section above with the Concern Form through evaluation at decision and transition points.

Please make sure to include your bear number and cohort with all correspondences.

Academic Concerns

The procedure outlined below is followed when there is a concern about the professional and/or academic behavior of a Teacher Candidate. Written documentation by UNC Consultant and school principal and Cooperating Teachers is critical, beginning with the initial concern and continuing through subsequent counseling procedures and, if appropriate, the development of a Problem Resolution Action plan. Two forms are provided here for bringing attention to concerns and developing a plan of action.

1. If the UNC Faculty and/or Cooperating Teachers in the elementary school have a concern about the professional and/or academic behavior (of a Teacher Candidate, the MAT/EEL Program Coordinator should be notified immediately in writing. The program coordinator then will determine whether or not the nature of the concern warrants immediate UNC College of Education disciplinary action. If disciplinary procedures are followed, the program coordinator will complete the “Program Concern Form” and inform the Teacher Candidate of the concern the original copy of the “Concern Form” is placed in the student teacher’s assessment file in McKee 216. A copy of the form is given to the teacher candidate.
2. If the concern/problem becomes chronic, occurs more than once, the teacher candidate will be requested to engage in a conference with the program coordinator (and possibly other UNC Faculty and cooperating teachers) for the purpose of developing a “Problem Resolution Action Plan” to correct the concern. The Teacher Candidate is involved in the development of this plan using the “Program Problem Resolution Action Plan” form. During this conference, the problem/concern is clearly defined and discussed, and a mutually agreed upon plan of action is determined along with a timeline for checking progress resolution of the problem/concern. The original form is placed in the Teacher Candidate’s file in the School of Teacher Education office. A copy of the form is given to the Teacher Candidate. If there is no significant evidence of progress by a mutually established date for subsequent performance reviews, discontinuance in the program may be recommended. Copies of this written request for discontinuance will be forwarded to the Director of the School for Teacher Education. 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 (351-2302, http://www.unco.edu/dos/student_code_conduct/index.html).



CONCERN FORM

TEACHER CANDIDATE'S NAME: _____

DATE: _____ STUDENT ID NUMBER: _____

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

Signature: _____
UNC Faculty or Cooperating Teacher

Signature: _____
MAT/EEL Program Coordinator

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.

PROBLEM RESOLUTION ACTION PLAN

STUDENT TEACHER'S NAME: _____

DATE: _____ STUDENT ID NUMBER: _____

Statement of the concern/problem(s):

Possible solutions to the identified concern/problem(s):

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

Dates the Acton Plan will be reviewed:

Final date for Problem Resolution:

Signature: _____
UNC Faculty or Cooperating Teacher

Signature: _____
MAT/EEL Program Coordinator

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. If there is no significant evidence of progress by a mutually established date(s), discontinuance in the program may be recommended.



Petition to Waive a Course
May only waive PSY 347, EDSE 430, or CH 303
(must be turned in two weeks prior to the course beginning)

Name:

Bear Number:

Cohort:

Date submitted:

UNC Course you would like to waive:

Why should this course be waived?

Course taken that you believe should waive the UNC course:

Institution where course was taken:

Year and Semester:

Provide a course description or course syllabus:

Prior Coursework is approved:

Prior Coursework is NOT approved:

Reviewed on:

Reviewed by:

IMPORTANT INFORMATION

Accommodations

Please contact Disability Support Services at www.unco.edu/dss/ to find out more information regarding services. Please note the link “Eligibility Requirements for Accommodations”.

Books

Books will be listed on each professor’s syllabi online (website above) and can be accessed in URSA under your course schedule.

When ordering books please double check the syllabus and make sure you are getting the correct editions. You may get your books online, or at bookstores on or off campus.

UNC Campus Bookstores in Greeley:

The Bookstop 970-356-1687 931 16 th St. Greeley, CO 80631	Barnes and Noble 970-351-2135 Inside the UNC University Center at 14 th St and 10 th Avenue in Greeley.
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Comprehensive Exams

Comps will be emailed to students the fourth week of the first summer school session and they will be due the sixth week.

Computer Labs

The labs at each campus vary. The labs at Centerra and Lowry are closed occasionally for other courses, which will be posted on the lab doors. You have an \$8 printing account, and will be charged more for additional copies. There are no free copy machines on campus-to make copies, please scan in your document and print it out with your account.

Extended Studies Degree Program Graduate Student Guide.

<http://www.unco.edu/extendedstudies/extended/handbook.htm>

Please contact **Financial Aid** as soon as possible at: www.unco.edu/ofa in regards to loans or any questions you may have or feel free to contact carlos.barrientos@unco.edu with questions. Any student enrolled in a program administered through the Graduate school will not be eligible for

Pell Grant or state grants. UNC has a small amount of institutional funding for students in Masters programs and we use the FAFSA to determine eligibility. Cash-funded programs are not eligible for foundation scholarships. Students can refer to www.fastweb.com for information about private funded scholarships.

Graduation

You will be celebrating your Graduation at the Friday, December 14, 2012 at 7pm at UNC in Greeley. (there is no Summer ceremony)

Health Insurance

You do NOT need health insurance to attend. If you are interested in adding health insurance please visit <http://www.ahpcare.com/uncopt>.

Name Change information:

http://www.unco.edu/regrec/pdf/Individual_Data_Change2.pdf

Parking

Parking is free on all campuses except UNC in Greeley. To obtain a permit, please go to www.unco.edu/parking/index.htm.

Resources

Libraries Resource Guide: Resources for research in teaching at the elementary level. <http://libguides.unco.edu/ElemEd>

Schedules, Syllabi, and other important UNC and course information

can be found on the Office of Extended Studies Website at:

www.unco.edu/extendedstudies

Click on:

Extended Degree Programs, Licensure, Certificates

Current Students/ Current Programs

Then click on your cohort.

Colorado Springs Cohort II

Denver Cohort XI

Greeley Cohort IV

Loveland Cohort VI and VII

Technological Support is available 24 hours a day, 7 days a week. Call 970-351-HELP (4357)

Tuition Costs for Extended Studies 2011 Summer Semester:
\$400.00 per credit hour, tuition will increase the next academic year.
Tuition Costs for Extended Studies: www.unco.edu/regrec/

UNC Card

UNC Card- Your UNC Student Card will be brought to your campus by Mr. Shaw the first week of courses. Your card will not have your picture on it. If you wish to obtain a card with your photo you will need to let Mr. Shaw know after the meeting and go the University Center on your own.

Bearmail

Bearmail is your UNC email account. It is free. You will need to check your Bearmail account daily to look for updates from staff and faculty at UNC. You will log on to Bearmail via your URSA account.

Registering for Classes

You will register for your classes as soon as possible on URSA. Click the student tab, and then go to registration tools. You will go to register a class section and plug in the course registration number (CRN) and follow the directions. Please register for all of your courses on one list. Your CRNs are on the included schedule. Note that you will be able to register for your summer courses now, and you will register for your fall courses when Mr. Shaw sends you the CRNs for that semester. Contact dairay.richards@unco.edu for assistance.

URSA

What is URSA?

URSA is the University of Northern Colorado's online single point of access to secure information and tools for students, faculty and staff.

Students use URSA to register for and withdraw from classes, view their grades and transcripts, access and pay their student bills, view information and messages about their financial aid, fill out and submit forms and more.

Faculty members use URSA to post textbook information, produce class rosters, assign and submit grades and perform degree evaluations, among other things. Staff use URSA in conducting the administrative and financial business of the university as well as to access information about their paychecks.

When you are beginning URSA for the first time you may want to go to www.unco.edu/aboutursa for step by step instructions on things like:
Account Activation Instructions
URSA Registration Instructions

EDFE 125 Checkpoint Course.

This information may be found online at www.unco.edu/cebs/teachered/check.html.

1. Application Checklist, completed and signed by student.
www.unco.edu/cebs/teachered/125.pdf
2. Fingerprint Card, signed by you and a police officer, with a money order for EXACTLY \$39.50 payable to Colorado Bureau of Investigations. You will receive a fingerprint card at orientation in your packet. You will complete it at your local police department; call them for times of fingerprinting. If you already have fingerprints on file with CDE, print out and enclose the verification page. The verification page is at www.cde.state.co.us/index_licenseaps.htm. Click on Application Status Check and print it out.
3. Oath and Consent Form, signed by student.
www.unco.edu/cebs/teachered/PDF/oath.pdf
4. Proof of Written proficiency (copy of transcript or test results). This MUST be completed prior to student teaching. Contact Mr. Shaw for assistance.
5. Major Content Approval Form, signed by Program Coordinator. This will be signed by Dr. Harding-Dekam or Dr. Rosann Englebretson.

EDFE 125 is Due on May 13 (Denver and Colorado Springs) or May 24 (Loveland and Greeley). If you do not submit it to your advisor or Mr. Shaw prior to that date, you must turn it in to the STE Office in McKee Hall Room 216. Faxes and mail will not be accepted.

Mandatory Dates & Deadlines

-Practicum Application Survey is due on April 15 at noon, 2011 (Loveland/Greeley) or April 22 at noon, 2011 (Denver/Colorado Springs). Mr. Shaw will email you directions in early April to your bearmail account. Practicum is in Fall semester.

-EDFE 125 Checkpoint Course Materials are due on May 13 (Denver and Colorado Springs) and May 24 (Loveland and Greeley), 2011. If you do not submit it to your advisor or Mr. Shaw prior to that date, you must turn it in to the STE Office in McKee Hall Room 216. Faxes and mail will not be accepted.

<http://www.unco.edu/cebs/teachered/check.html#125>

-PLACE/PRAXIS: You MUST take one of the following exams on one of these dates:

1. **PLACE Exam** for Elementary Education on August 6, 2011
(to register www.place.nesinc.com) or
2. **PRAXIS II Exam** for Elementary Education (Agency Code #4074) on July 23, 2011 (to register www.ets.org/praxis)

-EDFE 130 Checkpoint Course Materials (includes Student Teaching Application Zoomerang Survey) are due on August 26, 2011. If you do not submit it to your advisor or Mr. Shaw prior to that date, you must turn it in to the STE Office in McKee Hall Room 216. Faxes and mail will not be accepted.

<http://www.unco.edu/cebs/teachered/check.html#130>

*if you do not have your PLACE/PRAXIS scores by that date you will email the official scanned scores to marita.johnson@unco.edu as soon as possible, not later than 11/15/11.

-Practicum Orientation and Student Teaching Application Information Meeting:

- Colorado Springs on August 22, 2011 at 5:30-7pm
- Denver on August 22, 2011 at 2-3:30pm
- Loveland Cohort on July 25, 2011 at 11:45am to 12:45pm
- Greeley Cohort on July 26, 2011 at noon to 1pm in McKee 282

Student Teaching Orientation Meeting:

- Greeley Cohort & Loveland Cohort (Greeley Campus) December 6th, 2011 from 1:30-3:00 at UNC, Panorama Ballroom in the University Center.
- Denver Cohort (Lowry Campus) December 5th, 2011 from 1:30-3:00 at the Lowry building, room 252.
- Colorado Springs (Oracle Building) December 6th from 1:30-3:00.

-Capstone Project due on April 7, 2012 by 5:00pm

-Licensure Application Packet is due prior to April 23, 2012

-Student Teaching End of Semester Meeting:

- Loveland Cohort & Greeley Cohort May 1, 2012 from 1:30-3:00pm (Loveland Campus)
- Denver Cohort (Lowry Campus) May 1, 2012 from 1:30 - 3:00pm
- Colorado Springs Cohort May 2, 2012 from 1:30 – 3:00pm

OFFICE OF EXTENDED STUDIES SEVERE WEATHER CONDITIONS & CLOSURES

If the campus will be closed due to severe weather conditions, a recorded message should be available at: (970) 351-4100. When possible, day closures will be announced between 6 a.m. and 8 a.m. Evening closures will be announced by 4 p.m. If a severe weather warning is issued while you are on campus, remain in your building and await further instructions. Make contact with University administration through one designated party in your facility or monitor news stations for instructions. **Faculty** who are hampered by severe weather and cannot make it to Greeley or Centerra (Loveland) should contact Jeanie York at: (970) 590-9773 **AND** your program coordinator. If a calling tree is used to communicate information to your class, you should then activate your tree.

Colorado Springs students please contact Cynthia Swift at 719-661-7947.

Denver please contact the front desk at 303-637-4335 or 4332.

Name: _____

Date: _____

Completed by: _____

Class: _____

	Unsatisfactory (1)	Developing (3)	Proficient (5)	Advanced (7)	N/A or not observed
ENGAGEMENT	Teacher candidate: <ul style="list-style-type: none"> is late or absent <i>three or more times</i>. 	Teacher candidate: <ul style="list-style-type: none"> is late or absent <i>twice</i>. 	Teacher candidate: <ul style="list-style-type: none"> is late or absence only <i>once</i> 	Teacher candidate: <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. 	

	Unsatisfactory (1)	Developing (3)	Proficient (5)	Advanced (7)	N/A or not observed
EFFORT	<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. 	
	Teacher candidate: <ul style="list-style-type: none"> pays little attention to quality; sloppy or multiple errors (work is not proofed). 	Teacher candidate: <ul style="list-style-type: none"> generally completes adequate work with some revisions needed. 	Teacher candidate: <ul style="list-style-type: none"> completes work of high quality – does what is expected . 	Teacher candidate: <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. 	

	Unsatisfactory (1)	Developing (3)	Proficient (5)	Advanced (7)	N/A or not observed
INITIATIVE	<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. 	
	Teacher candidate: <ul style="list-style-type: none"> • displays little to no evidence of attempt to learn course content. 	Teacher candidate: <ul style="list-style-type: none"> • fulfills minimum requirements. 	Teacher candidate: <ul style="list-style-type: none"> • strives to exceed basic requirements of class or field placement. 	Teacher candidate: <ul style="list-style-type: none"> • puts forth great effort of own initiative, without the regard of grades. 	
	<ul style="list-style-type: none"> • cannot articulate personal goals 	<ul style="list-style-type: none"> • has personal goals to complete requirements satisfactorily. 	<ul style="list-style-type: none"> • willingly accepts and occasionally exceeds goals set by others (e.g. cooperating teacher, instructor). 	<ul style="list-style-type: none"> • asks questions when material, concepts, or expectations are not clear; sets individual goals and evaluates own learning. 	

	Unsatisfactory (1)	Developing (3)	Proficient (5)	Advanced (7)	N/A or not observed
FAIRNESS	<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. 	
	Teacher candidate: <ul style="list-style-type: none"> shares learner information with individuals not in a “need to know” position. 	Teacher candidate: <ul style="list-style-type: none"> attempts to maintain confidentiality of information and records. 	Teacher candidate: <ul style="list-style-type: none"> maintains confidentiality of all learner records and information. 	Teacher candidate: <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 	<ul style="list-style-type: none"> accepts ideas of others. 	<ul style="list-style-type: none"> incorporates ideas of others and 	<ul style="list-style-type: none"> encourages the use of ideas 	

	Unsatisfactory (1)	Developing (3)	Proficient (5)	Advanced (7)	N/A or not observed
	their ideas.		credits others for their work.	from all; willingly acknowledges others' ideas.	
	<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.