

# *Student Teaching Handbook And EDEL 454 Syllabus*

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## For UNC Teacher Candidates, UNC Supervisors, and Cooperating Teachers

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### *Elementary PTEP, 2011-2012*

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## STUDENT TEACHING INFORMATION

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Your Student Teaching block of courses includes two co-requisite courses:

**EDEL 453, Effective Instruction in Elementary School: Social Studies and Mathematics** (two credit hours). This online class provides an in depth consideration of issues, problems and practices in the elementary-school classroom. The course is comprised of two components: (1) Weekly online responses to prompts on Blackboard; and the (2) Capstone Project, an integrated unit which will be submitted electronically on iWebfolio. Students must earn B or better in EDEL 453 to pass.

**EDEL 454, Student Teaching in Elementary School** (ten credit hours). Sixteen weeks of field-based experience in an elementary classroom under the supervision and coordination of university supervisor and cooperating school personnel. EDEL 454 is graded Pass/Fail. To pass the course you must (1) score Proficient on all categories on the university supervisor's third FAF, (2) pass all categories on the online Final Evaluation completed by both Cooperating Teacher and University Supervisor, (3) successfully complete all assignments and requirements, and (4) meet all student teacher expectation included in this handbook.

## EDEL 454 COURSE INFORMATION

### Course description

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Student teaching is the culmination of the Elementary Professional Teacher Education Program. Students spend 16 full weeks in one elementary classroom. The experience requires 640 field hours, based on an 8-hour day. This final student teaching experience is designed to help teacher candidates develop a wide array of competencies in the teaching of mathematics, social studies, literacy, and science, including planning, instructing, and assessing students, using appropriate materials, resources and technology, managing and organizing a classroom, relating professionally with others, and applying content knowledge. Beginning with observations and concluding with full teaching responsibilities, the learning activities are sequenced for increased responsibilities for planning and instruction as the semester progresses. Teacher candidates are to begin their Student Teaching placement when their host school begins, NOT when the UNC semester classes begin.

### Course Objectives

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1. Enhance and apply knowledge of content.
2. Learn and demonstrate instructional management techniques that facilitate learning in a positive learning environment.
3. Assume increasing responsibilities for planning effective instruction in all areas of the elementary curriculum.
4. Gain proficiency in using the reflective decision-making model to identify problematic events, consider alternatives, and develop alternative plans to better ensure student success when needed.
5. Learn to select and use a variety of materials, methods, and technologies to enhance learning for all students including books about special populations and books for boys to help support the gender gap in achievement.
6. Master and demonstrate a systematic approach to planning instruction through using the Work sample Methodology.
7. Practice to use formal and informal assessments (including state tests/CSAP/district assessments, phonics assessments, and analysis procedures, running records, checklists and observations) to guide teaching and to meet individual and class needs
8. Advance ability to establish positive and constructive communication with colleagues, students and parents.
9. Develop pride in the teaching profession; learn and adopt appropriate professional demeanor and practices.
10. Advance appreciation and respect for the diversity of students, and include adaptations for English language learners, students with disabilities, students of various cultural backgrounds, and lesson extensions for gifted & talented students as necessary.

## Grading criteria

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The EDEL 454 course is graded Pass/Fail.

To pass, teacher candidate must document the following:

- On the final Supervisor FAF must score at least Proficient on all categories.
- Pass all categories in the Final Evaluation Form by both Cooperating teacher and UNC Supervisor.
- Must successfully complete all assignments, requirements and meet all expectations listed below.

## STUDENT TEACHER INFORMATION

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### Assignments/Requirements

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| <u>Assignments/Forms</u>   | <u>Where to turn it in</u>   | <u>Due on</u>                       |
|--|--|-------------------------------------|
| 1. Print complete copy of this handbook  | To Cooperating Teacher   | First day                           |
| 2. Student Teaching Plan form, page 19   | To UNC Supervisor  | By third week                       |
| 3. Attend four scheduled seminars: <b>Three with Supervisor, and one with licensure/career services seminar</b>      | Must attend all seminars   | When scheduled                      |
| 4. Mid-term evaluation   | Ask Cooperating Teacher to complete the online evaluation and discuss it with you. Also discuss with your UNC Supervisor. See Dispositions Rubric below. | Eighth week                         |
| 5. Video-taping (one capstone 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. On-line threaded discussion entries   | Blackboard   | Weekly                              |
| 7. Capstone project - <a href="#">Example</a>  | <a href="http://www.unco.edu/teach/iweb.html">http://www.unco.edu/teach/iweb.html</a>  | Capstone Project                    |
| 8. Diverse Field Experience Form: <a href="http://www.unco.edu/teach/PDF/DFE.pdf">www.unco.edu/teach/PDF/DFE.pdf</a> | Scan and upload to your iWebfolio, Supporting Documents section  | Developed by Mid-Term               |
| 9. Last FAF signed by UNC Supervisor   | Scan and upload to iWebfolio, Supporting Documents section. <b>Enter the</b> data through self-evaluation feature.                                       | Check Blackboard for final due date |
| 10. Exit Survey <sup>1</sup>   | Complete at <a href="http://uncsurvey.org">http://uncsurvey.org</a>  | Dec. 1/<br>May 1                    |
| 11. Final Evaluation form  | Complete and remind both cooperating teacher and UNC Supervisor to complete at <a href="http://uncsurvey.org">http://uncsurvey.org</a>                   |                                     |
| 12. EDEL 453 (and ET 347 if applicable) Course Evaluation surveys  | On Blackboard  |                                     |

### Expectations

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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.

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<sup>1</sup> 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

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.
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. Follow 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. Student teachers are expected to be at school every 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. Regularly discuss your progress and concerns with your cooperating teacher and university supervisor. Discuss with your cooperating teacher any assignments from EDEL 453 that must be implemented during class time. A weekly scheduled ½ hour meeting is recommended.
12. Accept constructive criticism and suggestions that assist your professional and personal growth.

## Resources

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- STE Resources: [www.unco.edu/teach/forms.html](http://www.unco.edu/teach/forms.html)
  - Classroom Management Guide
  - Classroom Assessment Guide
  - Lesson Planning Guide
  - Capstone Project Handbook
  - Capstone Project Criteria
- Standards: <http://www.unco.edu/teach/standards.html>
- iWebfolio resources: [www.unco.edu/cebs/iWebfolio/index.html](http://www.unco.edu/cebs/iWebfolio/index.html)
- STE contact information: [www.unco.edu/teach](http://www.unco.edu/teach)

## Suggested initial activities for student teachers

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1. Observe the individual children in your room and find out as much as you can about your class.
2. Introduce yourself to various school personnel.
3. Shadow your teacher for a day.
4. Create an “interactive bulletin board” or “learning center” that helps students achieve one or more of the Colorado Model Content Standards. Consult with your cooperating teacher about a possible theme, topic, subject matter to address, etc.
5. Take attendance/lunch count, make announcements and class reminders, and if appropriate, learn how to conduct “morning opening” lessons.
6. Observe and help your teacher with a class newsletter; write a personal narrative for the newsletter introducing yourself to parents.
7. Give directions for a learning activity.
8. Help with a field trip, a fundraiser, book fair, or other “special” activity.
9. Make copies and learn how your teacher grades assignments; discover ways to help your teacher take care of the million little details they must attend to on a daily basis in the classroom.
10. Accompany teacher on her/his duties around the school, such a lunch, bus, and recess duty.
11. Go to recess with the children.
12. Read staff memos.
13. Become familiar with the school’s report card format.

14. Read to the class. Work with small groups of students.
15. Administer spelling and/or other tests.
16. Review the district's curriculum and grade level expectations. How does this district's curriculum meet or exceed what is expected of children by the Colorado Model Content Standards?
17. Review district and classroom assessments that can be used as evidence of learning.
18. Review the textbooks and teaching guides used in this school district.
19. If necessary, review state content standards at: [http://www.cde.state.co.us/index\\_stnd-access.htm](http://www.cde.state.co.us/index_stnd-access.htm)
20. Create an activity sheet or assessment that is tied to a lesson.
21. Attend a staff meeting.
22. Eat lunch with the children, at least once, as well as eating lunch with other teachers.
23. Attend a grade-level meeting where a team of teachers is planning a unit or other learning activities.
24. Attend a parent teacher organization meeting.
25. Consult with a special education teacher to learn about the various strategies and modifications that he/she recommends to regular education teachers. Many special education techniques work very well with regular education students as well as being valuable for including children with special needs (classroom management, instructional strategies, assessment practices, and creative activities).
26. Discuss with your cooperating teacher which children have special needs.
27. Observe a lesson using the FAF.

## DISPOSITIONS RUBRIC

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

|  | Unsatisfactory (1)  | Developing (3)  | Proficient (5)   | Advanced (7)   |
|--|---|---|--|--|
|  | <ul style="list-style-type: none"> <li>demonstrates negative interactions with learners, colleagues, and/or instructors (e.g., unprofessional comments, peculiar demeanor with others).</li> </ul>                | <ul style="list-style-type: none"> <li>usually interacts positively and appropriately with all learners, colleagues, and/or instructors.</li> </ul>                         | <ul style="list-style-type: none"> <li>always interacts positively and appropriately with all learners, colleagues and/or instructors.</li> </ul>  | <ul style="list-style-type: none"> <li>interacts appropriately <i>and builds positive relationships</i> with learners, colleagues and/or instructors.</li> </ul>                                     |
|  |   |   |  |  |
|  | <p>Teacher candidate:</p> <ul style="list-style-type: none"> <li>pays little attention to quality; sloppy or multiple errors (work is not proofed).</li> </ul>  | <p>Teacher candidate:</p> <ul style="list-style-type: none"> <li>generally completes adequate work with some revisions needed.</li> </ul>                                   | <p>Teacher candidate:</p> <ul style="list-style-type: none"> <li>completes work of high quality – does what is expected .</li> </ul>   | <p>Teacher candidate:</p> <ul style="list-style-type: none"> <li>completes exceptionally high quality work; goes beyond expectations.</li> </ul>   |
|  | <ul style="list-style-type: none"> <li>lacks initiative; shows little interest in learning or improving skills.</li> </ul>  | <ul style="list-style-type: none"> <li>at times, demonstrates initiative suitable to the context.</li> </ul>  | <ul style="list-style-type: none"> <li>demonstrates initiative suitable to the context most of the time.</li> </ul>  | <ul style="list-style-type: none"> <li>demonstrates high level of initiative suitable to the context.</li> </ul>   |
|  | <ul style="list-style-type: none"> <li>is uncertain and lacks confidence when interacting with learners, peers, and/or colleagues in a large group situations.</li> </ul>   | <ul style="list-style-type: none"> <li>inconsistently conveys confidence when interacting with learners, peers, and/or colleagues in a large group situations.</li> </ul>   | <ul style="list-style-type: none"> <li>conveys confidence when interacting with learners, peers, and/or colleagues in a large group situations.</li> </ul>   | <ul style="list-style-type: none"> <li>conveys a high level of confidence when interacting with learners, peers, and/or colleagues in small and/or large group situations.</li> </ul>                |
|  | <ul style="list-style-type: none"> <li>does not seek out new resources when preparing materials or assignments, lacks organizational skills.</li> </ul>   | <ul style="list-style-type: none"> <li>prepares and organizes materials.</li> </ul>   | <ul style="list-style-type: none"> <li>is somewhat creative when preparing &amp; organizing materials.</li> </ul>  | <ul style="list-style-type: none"> <li>seeks resources and is creative in preparing and organizing materials.</li> </ul>   |
|  | <ul style="list-style-type: none"> <li>is apathetic about commitments and does not meet due dates.</li> </ul>   | <ul style="list-style-type: none"> <li>inconsistently follows through with commitments and due dates.</li> </ul>  | <ul style="list-style-type: none"> <li>demonstrates reliability by following through with most commitments and due dates.</li> </ul>   | <ul style="list-style-type: none"> <li>demonstrates a high level of reliability by following through with due dates and commitments.</li> </ul>  |
|  | <ul style="list-style-type: none"> <li>does not meet timelines for task completion – work is consistently late or missing.</li> </ul>   | <ul style="list-style-type: none"> <li>follows most timelines and due dates for tasks.</li> </ul>   | <ul style="list-style-type: none"> <li>follows timelines and due dates.</li> </ul>   | <ul style="list-style-type: none"> <li>follows all timelines and due dates – has many tasks completed prior to date needed.</li> </ul>   |
|  | <ul style="list-style-type: none"> <li>is resistive to feedback and reflections are very surface level.</li> </ul>  | <ul style="list-style-type: none"> <li>needs reminders to use feedback in order to improve skills; some reflection is evident.</li> </ul>                                   | <ul style="list-style-type: none"> <li>uses feedback constructively and routinely reflects on work to improve skills.</li> </ul>   | <ul style="list-style-type: none"> <li>seeks feedback and uses it constructively; reflects on teaching and assignments.</li> </ul>   |
|  | <ul style="list-style-type: none"> <li>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</li> </ul> | <ul style="list-style-type: none"> <li>attempts to motivate and engage all learners; creates learning environments to adequately meet the needs of all learners.</li> </ul> | <ul style="list-style-type: none"> <li>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</li> </ul> | <ul style="list-style-type: none"> <li>creates flexible and engaging learning environments with innovative materials and strategies to motivate all learners including those from diverse</li> </ul> |

**EFFORT**

|                   | Unsatisfactory (1)   | Developing (3)  | Proficient (5)   | Advanced (7)  |
|-------------------|--|---|--|---|
| <b>INITIATIVE</b> | learners.  |   | with exceptional learning needs.   | backgrounds and with exceptional learning needs.  |
|                   | Teacher candidate:<br><ul style="list-style-type: none"> <li>displays little to no evidence of attempt to learn course content.</li> </ul>   | Teacher candidate:<br><ul style="list-style-type: none"> <li>fulfills minimum requirements.</li> </ul>  | Teacher candidate:<br><ul style="list-style-type: none"> <li>strives to exceed basic requirements of class or field placement.</li> </ul>  | Teacher candidate:<br><ul style="list-style-type: none"> <li>puts forth great effort of own initiative, without the regard of grades.</li> </ul>  |
|                   | <ul style="list-style-type: none"> <li>cannot articulate personal goals</li> </ul>   | <ul style="list-style-type: none"> <li>has personal goals to complete requirements satisfactorily.</li> </ul>   | <ul style="list-style-type: none"> <li>willingly accepts and occasionally exceeds goals set by others (e.g. cooperating teacher, instructor).</li> </ul>   | <ul style="list-style-type: none"> <li>asks questions when material, concepts, or expectations are not clear; sets individual goals and evaluates own learning.</li> </ul>  |
|                   | <ul style="list-style-type: none"> <li>Unaware of professional organizations or publications; demonstrates little interest in growing professionally; shows little or no interest in professional activities, publications or events.</li> </ul> | <ul style="list-style-type: none"> <li>aware of professional organizations and publications; occasionally participates in professional activities and understands the importance of professional growth.</li> </ul>       | <ul style="list-style-type: none"> <li>uses or references professional organizations and publications; belongs to professional organizations; participates in professional events when available; values professional growth.</li> </ul> | <ul style="list-style-type: none"> <li>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</li> </ul> |
|                   | <ul style="list-style-type: none"> <li>appears unaware of rules, restrictions &amp; policies; occasionally disregards them even with reminders.</li> </ul>   | <ul style="list-style-type: none"> <li>aware of rules, restrictions, and policies; usually follows them without being reminded.</li> </ul>  | <ul style="list-style-type: none"> <li>knows rules, restrictions and policies and dependably follows them.</li> </ul>  | <ul style="list-style-type: none"> <li>dependably follows rules, restrictions, and policies and encourages others to do the same.</li> </ul>  |
|                   | <ul style="list-style-type: none"> <li>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.</li> </ul>            | <ul style="list-style-type: none"> <li>does not habitually attempt to circumvent policies in patterns of behavior, dress, language, etc.; periodically needs reminders to take responsibility for own actions.</li> </ul> | <ul style="list-style-type: none"> <li>accepts responsibility for behavior and dress, language, emotions, etc.</li> </ul>  | <ul style="list-style-type: none"> <li>exemplary patterns of behavior and dress; takes responsibility for errors and seeks ways to improve.</li> </ul>  |
|                   |  |   |  |   |
|                   |  |   |  |   |
| <b>F</b>          | Teacher candidate:<br><ul style="list-style-type: none"> <li>shares learner information with</li> </ul>  | Teacher candidate:<br><ul style="list-style-type: none"> <li>attempts to maintain confidentiality of</li> </ul>   | Teacher candidate:<br><ul style="list-style-type: none"> <li>maintains confidentiality of all learner records and</li> </ul>   | Teacher candidate:<br><ul style="list-style-type: none"> <li>maintains confidentiality of all learner records and</li> </ul>  |

| Unsatisfactory (1)  | Developing (3)   | Proficient (5)   | Advanced (7)  |
|---|--|--|---|
| individuals not in a “need to know” position.   | information and records.   | information.   | information; advocates for the maintenance of confidentiality with others.  |
| <ul style="list-style-type: none"> <li>• has little regard for others or their ideas.</li> </ul>  | <ul style="list-style-type: none"> <li>• accepts ideas of others.</li> </ul>   | <ul style="list-style-type: none"> <li>• incorporates ideas of others and credits others for their work.</li> </ul>  | <ul style="list-style-type: none"> <li>• encourages the use of ideas from all; willingly acknowledges others’ ideas.</li> </ul>   |
| <ul style="list-style-type: none"> <li>• demonstrates a limited lack of respect when speaking with learners, families, peers and colleagues; uses poor or negative judgment during interactions.</li> </ul> | <ul style="list-style-type: none"> <li>• attempts to communicate respectfully and effectively with learners, families, peers and colleagues; minimal use of positive statements and good judgment and discretion during interactions.</li> </ul> | <ul style="list-style-type: none"> <li>• 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.</li> </ul> | <ul style="list-style-type: none"> <li>• communicates respectfully and positively when speaking with learners, families, peers &amp; colleagues including those from diverse backgrounds and with exceptional learning needs; uses exceptional judgment during interactions.</li> </ul> |
| <ul style="list-style-type: none"> <li>• uses minimal or no effective communication strategies when presenting and/or teaching.</li> </ul>  | <ul style="list-style-type: none"> <li>• attempts to utilize a variety of communication strategies to present peers to or teach all learners.</li> </ul>   | <ul style="list-style-type: none"> <li>• uses a variety of effective communication strategies to present to peers or teach all learners.</li> </ul>  | <ul style="list-style-type: none"> <li>• uses and promotes various effective communication strategies to present to peers or teach all learners.</li> </ul>   |
| <ul style="list-style-type: none"> <li>• demonstrates favoritism to some peers, colleagues, or learners.</li> </ul>   | <ul style="list-style-type: none"> <li>• presumes that most learners can learn and be successful.</li> </ul>   | <ul style="list-style-type: none"> <li>• expects all learners to learn and be successful, including those from diverse backgrounds and with exceptional learning needs.</li> </ul>   | <ul style="list-style-type: none"> <li>• expects and promotes opportunities for all learners to be successful, including those from diverse backgrounds and with exceptional learning needs.</li> </ul>   |
| <ul style="list-style-type: none"> <li>• is concerned with self not others, rarely listens to others, is unprofessional in addressing issues, pattern of dishonesty or deceitful behavior.</li> </ul>       | <ul style="list-style-type: none"> <li>• 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.</li> </ul>                  | <ul style="list-style-type: none"> <li>• maintains confidentiality of conversations where appropriate, communicates issues directly with individuals involved and those within a professional hierarchy; respects differences of opinion.</li> </ul>   | <ul style="list-style-type: none"> <li>• 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.</li> </ul>                            |
| <ul style="list-style-type: none"> <li>• may sacrifice truth for personal advantage, exhibits questionable integrity.</li> </ul>  | <ul style="list-style-type: none"> <li>• strives to be trustworthy and keep his/her word, exhibits personal integrity.</li> </ul>  | <ul style="list-style-type: none"> <li>• demonstrates strong personal character; is a good role model of personal integrity.</li> </ul>  | <ul style="list-style-type: none"> <li>• demonstrates impeccable character and is held in high regard as a role model by others.</li> </ul>   |

## COOPERATING TEACHER INFORMATION

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### Paperwork

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

#### Required:

1. Two FAFs, signed and reviewed by you and the teacher candidate. Submit to UNC Supervisor.
2. Complete Mid-term Evaluation Form (online at <http://UNCSurvey.org> ) and discuss with teacher candidate.
3. Final Online Evaluation Form (see sample on page 22) submitted 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 or a public computer.
4. Collaborate closely with the Teacher Candidate on the required Capstone Project.

#### Optional/as needed:

1. Dispositions Rubric, see page 5.
2. 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.
3. Graduate Credit for Cooperating Teacher: EDF 513 Registration form; find online at [www.unco.edu/teach/ct.html](http://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.

### Resources

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See <http://www.unco.edu/teach/ct.html>

### Expectations

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- Prepare the students in the class for the student teacher.
- Provide student teacher with resources such as a set of books/textbooks, roster, school bulletins, schedules, school handbooks, district content standards, and curriculum guides.
- Provide a work and study area or space in the classroom.
- Take the student teacher around the building, and introduce to the students, the principal and other school personnel. Allow time to visit and observe other grades/classrooms in the school.
- Explain classroom and building routines, for example, fire drills, recesses, lunch, playground, attendance, assessment, grading and report cards, etc.
- Talk to your student teacher! Encourage student teacher to ASK QUESTIONS. Schedule a conference with the student teacher once a week for a period of 1/2 to one hour. Impromptu conferences may occur daily depending on the student teacher's needs and the cooperating teacher's time. Evaluate the student teacher frequently on an informal and formal basis and share these evaluations openly with the student teacher.

## UNIVERSITY SUPERVISOR'S INFORMATION

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### Paperwork

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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.

| <b>What</b>   | <b>What to do with it</b> | <b>Due on</b>   |
|---|---------------------------|-----------------|
| 1. Complete and sign 3 FAFs. Teacher Candidate scans and uploads the last FAF signed by Supervisor to | Archive                   | End of semester |

|  |   |                 |
|--|---|-----------------|
| iWebfolio.   |   |                 |
| 2. Schedule and teach <b>three seminars on three different topics</b> ; see topic list below.                  | N/A   | N/A             |
| 3. Collect two completed and signed FAF forms from Cooperating Teacher.  | Archive   | End of semester |
| 4. Student Teaching Plan form  | Discuss with student teacher, ask for corrections if necessary, archive                         | Week three      |
| 5. Mid-term evaluation form at <a href="http://www.uncsurvey.org">www.uncsurvey.org</a>                        | Discuss with student teacher, then submit   | Week eight      |
| 6. Capstone project- <a href="#">sample</a>  | Help students to understand, and upload to iWebfolio  | See Blackboard  |
| 7. Review video with teacher candidate   | Discuss, using the guiding questions below and the prompts in the video                         | Weeks 8-12      |
| 8. Final Evaluation Form at <a href="http://uncsurvey.org">http://uncsurvey.org</a>                            | Complete on-line; remind cooperating teachers to do the same                                    | Dec. 1/May 1    |
| 9. Diverse Field Experience Form: <a href="http://www.unco.edu/teach/dfe.html">www.unco.edu/teach/dfe.html</a> | Sign if looks credible; check facts if necessary. Return to student for uploading to iWebfolio. | Dec. 1/May 1    |
| 10. Any Concern/Action Plan forms : <a href="#">Concern Form</a>   | Email to Dr. Sevier   | Immediately     |

## Responsibilities

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- Attend the Orientation meeting.
- Establish e-mail communication with your teacher candidates, encourage regular reflection and inquiry.
- Visit the school on the first week of student teaching. Keep in mind; some student teachers begin before classes start at UNC.
- Schedule a meeting at the beginning of the semester with each of the cooperating teachers with whom you will work.
- Always remember to wear your UNC ID badge when visiting assigned schools and always enter the building through the main office where you need to sign in.
- As early as possible in the term, stop by the building principal's office and introduce yourself to him/her.
- Make one contact per week via either email or in person.

## Guiding Questions for Video-tape Conference

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1. How do you feel this lesson went?
2. Did you notice anything unexpected about your own behavior?
3. What are your perceptions of the strengths of this lesson?
4. What are your perceptions for areas of growth within this lesson?
5. How might you improve the lesson in the future?

## Seminar Topics List

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1. Classroom Management
2. Differentiated Instruction (ELL students, Gifted & Talented, Struggling learners)
3. Parent/School/Teacher relations
4. Special Education (staffing, tri-annual conferences, annual conferences, etc.)
5. Lesson plan/unit design

### Student Teaching Requirement

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#### **Introduction:**

The Capstone Project is a unit of study that is developed and taught by the teacher candidate. There are several reasons as to the value of the Capstone Project. Those reasons include:

- Teacher candidates are experiencing the same processes that highly effective teachers utilize as they develop units.
- Teacher candidates are directly involved in learning how to design, plan, prepare, implement, and assess an effective unit that is taken directly from the district’s curriculum.
- Teacher candidates are required to collaborate with their cooperating teachers and university supervisor in completing the project.
- Teacher candidates are required to reflect on the components and overall quality of the unit by completing an electronic portfolio. The portfolio is also a Colorado Department of Education and the University Of Northern Colorado School Of Teacher Education requirement for licensure; therefore, teacher candidates must receive a proficient grade on the Capstone Project to pass their student teaching experience.

#### **How to get started:**

Teacher candidates are required to meet with their cooperating teacher, and are expected to utilize the district’s curriculum guide to determine which units are being taught during the time of their student teaching experience. The teacher candidate and cooperating teacher should then decide which unit the teacher candidate will teach. It is preferable that the Capstone unit be selected from the social studies, mathematics or the languages arts curriculum. After selecting the unit, the teacher candidate collaborates with the cooperating teacher to determine which lessons are to be integrated and what changes are appropriate to make the unit his/her own.

#### **Capstone Project Guidelines:**

##### **The Capstone Project should:**

- Be a unit that is selected directly from the district’s curriculum. This ensures that the unit is relevant and meaningful, and complies with the district’s accountability expectations.
- Modified to create an integrated unit that is designed by the student teacher, in collaboration with the cooperating teacher.
- Include a minimum of five (5) hours of instruction.
  - Think about what lessons could be authentically and relevantly integrated. Integrate no more than three subject areas in a lesson(s) for which there are relevant content standards. It is not required that you integrate every lesson of your Capstone Project.
- Teach and assess with a pre-assessment and post- assessment. Administer the pre-assessment before you teach the unit and the post-assessment afterwards. This will enable you to analyze the quality of your unit and effectiveness of your instruction.

#### **Planning for Student Learning:**

- **Begin with the end in mind.** Determine what you want your students to learn, know and be able to do as a result of teaching the unit. Focus your efforts on curriculum and instructional objectives and the content standards. This would be a time in which you would again collaborate with your cooperating teaching. After determining the learning objectives for the unit, develop your post-assessment. This is the assessment you will use to determine how well your students performed and the effectiveness of your instruction. Use the same assessment for the pre-assessment.
  - Begin the process of compiling teacher and student resources and start thinking about how you will teach and assess students’ learning relative to the content standards. Ask yourself:

- What do I need to learn myself 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 genres of children’s literature are available?
- Are there artifacts, simulations, songs, photographs, etc.? I could use?
- What human and material resources are available?

**Electronic Portfolio 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.

**Capstone Project Components:**

**Title Page and Table of Contents** – The “Title Page” appears first in the template at iWebfolio. You will include the following elements: 1. Your name, 2. Title of Unit, 3. Grade level taught, 4. Dates unit was taught, 5. Cooperating teacher’s name, 6. UNC Consultant’s name, and 7. School and school district

**Rationale Statement** - Every Capstone Project needs a convincing rationale. Rationale statements should be organized and presented in FOUR sections.

**Section 1: Introduction** – The rationale introduction is the overarching reason why the unit is important for students to learn. It provides the “rationale” for teaching the unit. Students and teachers need to know what will be learned as a result of participating in this unit. In this section, explain why your unit topic is an important one for young learners. Describe how students might use this knowledge "in the real world".

**Section 2: Community, School, and Classroom Setting** – Describe the community, school, and classroom where you are student teaching. *Please include a paragraph for the community description, a paragraph for the school description, and a minimum of one paragraph for the classroom description.* Include information about the community, school, classroom setting, and characteristics of students that are important to consider when teaching this unit. For example, how many male / female students are in the class? How would you characterize students' socio-economic status? Will you be teaching students with special needs or students whose primary language is not English? Do you have any particular concerns about classroom management? Describe the physical setup of your classroom (a diagram might be helpful). What kinds of technologies are available and will you use of any of them to teach and assess student learning? Knowing and acting on this background information will help you develop, modify, and differentiate instruction and assessment that accommodates the full range of diversity in your students. The goal here is to individualize the teaching and learning process by designing lessons that challenge all students at an appropriate level of difficulty.

**Section 3: Meeting the Colorado Model Content Standards** – Curriculum standards describe what students should learn, know, and be able to do as a result of participating in your unit. In this section, list all of the school district or Colorado Model Content Standards your unit addresses. If you are teaching outside Colorado, use standards that are

applicable for your location. Be sure to include attention to the social studies and mathematics subject areas and at least one standard for each of these subject areas and corresponding objectives for each. Under each content standard write lesson objectives that describe how or what students will do to meet that particular standard. Remember that if you list a content standard then you are obligated to teach and assess students' learning on that standard. Also, make sure that you are able to explain how particular lesson objectives enabled students to meet particular standards. You will need to address content standards three times in your unit. First, by listing them here in your rationale statement along with corresponding lesson objectives for each standard, a second time in each lesson plan or learning cycle, and a third time when writing your "evaluative essay" (which is described below). ***Here is a suggestion. Develop your lesson plans first, along with appropriate content standards and lesson objectives; next, write (cut and paste) the content standards and lesson objectives from the lesson plans into your rationale statement.***

**Section 4: Assessing Student Learning** – Describe how you will assess student learning relative to each content standard using pre-assessment, formative assessment, and summative assessment. Include a minimum of a one paragraph description for each type of assessment.

A. For **pre-assessment**, describe the techniques you will use to find out what students already know or think they know about the unit topic. You will need to record and interpret pre-assessment scores for each individual student (using a pretest) as well as for the whole class (for example, using a KWL chart). Pre-assessment results are used to provide evidence of student learning gains at the end of the unit by comparing them with summative assessment results (using a posttest). Pre-assessment data can also be used to revise the unit before teaching it, for example, by changing some of the content or instructional strategies you use, to make more informed decisions about individualizing instruction, and to alter or modify how you will assess student learning.

B. For **formative assessment**, describe the techniques you will use to facilitate students' acquisition of knowledge and skills by providing constructive feedback that, at the same time, allows the teacher to keep track of students' progress on a daily basis. This is the time when teachers are constantly "on their feet" monitoring the learning process, helping students learn new skills and knowledge, and making sure that they are "practicing perfectly" in order to apply new skills and knowledge effectively to real-world situations and make presentations to real audiences. Remember that **multiple assessments** provide a much more complete and "fair" representation of what a student really knows and is able to do compared to any single or "one-shot" assessment.

C. For **summative assessment**, describe the techniques you will use to evaluate what students learned, in combination with pre-assessment and formative assessment results. All three forms of assessment should be designed to measure the knowledge, skills, and dispositions you claimed students would learn according to the standards. Be sure the three forms of assessments are aligned with the content standards and lesson objectives; in other words, be sure that you teach students to the standards and assess their learning in terms of the standards.

**Unit Goal** – The unit goal should be derived from state and district curriculum standards; however, you should also be familiar with curriculum standards established by national professional organizations, for example, IRA (International Reading Association), NCTM (National Council of Teachers of Mathematics), NCSS (National Council for the Social Studies). The unit goal reflects the unit's curriculum standards but should be stated in your own words. For example, the unit goal for a unit on Colorado History might state: "Students will understand how our state has grown and changed over time. From the period of early exploration to the present day, I want my fourth graders to become familiar with specific contributions made to the development of Colorado by its rich diversity of people and natural resources." At least one statement that indicates attention to mathematics and social studies will signal that your Capstone Project attends to both these subject areas.

**Lesson Plans** – Use the Learning Cycle Lesson Plan format for writing lesson plans and develop enough instruction for one full week of integrated teaching and learning: plan on teaching the unit for approximately five hours. For each lesson specify how you will determine what students already know about your lesson's topic (pre-assessment), how you will monitor students' progress in meeting content standards during the lesson (formative assessment), and how you will evaluate students' work at the end of the lesson (summative assessment). Good assessment tells the teacher as

much about the effectiveness of her or his own instruction as it does about what students learned and how they learned it. Keep this point in mind when writing your “evaluative” and “reflective” essays (described below).

**Possible Extension Activities** – How can I help children extend, enrich, and elaborate upon the major understandings in this unit? What could students do to apply or “transfer” their learning to real-world problems and situations in ways that will make new knowledge more meaningful for them? *List and briefly describe at least three possible extension activities – you do not need to design lesson plans for each extension. A simple one-paragraph description for each extension will suffice.* This component provides evidence of your ability to engage students in meaningful instructional tasks and monitor their understanding.

### **Instructing Students and Supporting Learning**

#### **Overview of Tasks:**

During your student teaching, you will be making a video of your teaching. One or two clips that total about 15 minutes from a lesson are sufficient. You and your University Student Teaching Supervisor will view and reflect on the video of your teaching together. Based on this teaching experience and your review of the video segment of it with your University Supervisor, write a commentary of about 1,500 words that addresses the following prompts. You can address each prompt separately, through a holistic essay, or a combination of both, as long as all prompts are addressed. Do not upload your video to iWebfolio as part of your Capstone Project!

#### **These are the prompts for your commentary:**

1. Other than what is stated in the lesson plan(s), what occurred immediately prior to and after the video clips(s) that is important to know in order to understand and interpret the interactions between and among your students?
2. In this lesson, how did you further the students’ knowledge and skills and engage them intellectually in understanding the subject matter? Provide examples from the lesson to show that you addressed the needs of all students.
3. Describe the strategies you used to monitor student learning during the lesson as shown. Cite one or two examples of what students said and/or did in the lesson or in assessments related to the lesson that indicated their progress toward meeting curriculum standards at a proficient level of performance.
4. Reflect on your instruction and children’s learning, discussing how the instruction and learning reflect your philosophy of how children learn (example – Vygotsky, Piaget, etc.)
5. Explain how you scaffold (applying differentiation, modeling, and support of student learning) curriculum, instruction and assessment in ways that contribute to understanding and facilitate students’ construction of knowledge.

**Resources Used** – Include all of the resources you used to teach this unit. You may organize your resources by indicating who they are most appropriate and/or by their type; for example, “Teacher Resources” might be listed separately from “Student Resources”. “Internet Resources” (such as websites) might be listed separately from “Children’s Literature,” and videotapes, simulations, artifacts, museums, social agencies and guest speakers might also be listed under separate categories.

**Evaluative Essay** – In the first of these two final essays, ***use all of the assessment data you collected from students to present a clear picture of their learning.*** Use tables to display and summarize quantitative data and always include examples of several students’ work on various projects and assignments at several different levels of performance. Use narrative to explain quantitative results and what students learned. Present and explain your assessment results in ways that the reader can use to evaluate the extent to which your students met content standards. Hence, this essay should be written as a technical report consisting of both qualitative and quantitative evidence and analyses of student learning. The evaluative essay should present evidence of learning for each student in the class on each one of the unit’s curriculum standards. Summaries of whole-class learning (i.e., what students learned as a class) should also be included.

**Reflective Essay** – This essay is about your competence! One major reason for planning, implementing, and evaluating this unit is to give you practice teaching and assessing student learning over time in a real elementary-school classroom. This work sample is a very authentic task for teachers. As you plan, teach, and assess students’ learning, you will be meeting many of the Performance Based Standards for Colorado Teachers. In this essay, first reflect on your competence as a teacher. What did you learn as a result of this process? Did the unit go well? What would you change or modify? Secondly, describe and explain how planning, teaching, and assessing this unit enabled you to meet the

Performance-Based Standards for Colorado Teachers. Please indicate clearly and explicitly in this Reflective Essay ways in which you met PBSCT 2 – Competence for Teaching Mathematics and PBSCT 4, which includes Competence for Teaching the Social Studies.

## Accessing IWebfolio

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Go to <http://iwebfolio.com>, and if you do not have an account yet get one. Enter “UNCO” as the Affiliation Code and start a new portfolio.



### PORTFOLIOS [ [Create New Portfolio](#) ]

Go to *School of Teacher Education* folder, and select “Elementary\_ECE\_2010” template.

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, formatting, and pictures, 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](mailto:mia.williams@unco.edu)).

## Capstone Project Evaluation Rubric

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### **CAPSTONE PROJECT CRITERIA EDEL 453**

Elementary Professional Teacher Education Program  
University of Northern Colorado

**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)**

| <b>Developing</b>  | <b>Proficient</b>  | <b>Advanced</b>  |
|--|--|--|
| 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. | 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. | 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. |

**Unit Component # 4: LESSON PLANS (15 points)**

| <b>Developing</b>  | <b>Proficient</b>   | <b>Advanced</b>   |
|--|---|---|
| Curriculum standards and lesson objectives are not clearly aligned. Learning activities do not support standards-based learning or allow students to apply new skills and content in a meaningful context. 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. | 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. Lessons provide opportunities for children to apply new skills and content in a meaningful context. "Teacher procedures" do not obscure what students are expected to do in order to learn. | Curriculum standards, lesson objectives, and assessments are clearly aligned and linked to specific performances and products. Multiple opportunities are provided for students to apply new learning in authentic and meaningful contexts. Multiple and complementary assessments are used. Lesson activities support conceptual development and higher-order thinking for all students. |

**Unit Component # 5: EXTENSION ACTIVITIES (5 points)**

| <b>Developing</b>  | <b>Proficient</b>   | <b>Advanced</b>   |
|--|---|---|
| Extensions are not aligned or directly related to content standards and unit goal(s). Activities require lower-level thinking skills that do not involve application of newly acquired skills, knowledge, and attitudes to real world problems and issues. | Suggested activities would enable students to internalize their learning relative to content standards and unit goal(s). 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. | Extension activities would enable students to further their learning relative to content standards and unit goal(s). 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. |

**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.) (25 points)**

| <b>Developing</b>   | <b>Proficient</b>  | <b>Advanced</b>  |
|---|--|--|
| The following descriptors are evident in the narrative for this component. Instructional strategies for engaging students in learning key concepts, skills and attitudes provide limited access to structured opportunities for active development and application. These strategies do not appear to reflect attention to student characteristics, academic needs and learning styles. The candidate monitors student understanding of subject matter through surface-level questions that | The following descriptors are evident in the narrative for this component. Instructional strategies for engaging students in learning key concepts, skills, and attitudes provide structured opportunities for active development and application. These strategies reflect attention to student characteristics, academic needs, and learning styles. The candidate monitors student understanding of subject matter by eliciting student responses that require active thinking. | The following descriptors are evident in the narrative for this component. 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. These strategies are differentiated for students in ways that clearly reflect attention to diverse student characteristics, academic needs, and learning styles. |

|   |  |  |
|---|--|--|
| do not require active thinking. 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. Candidate responses do not address student concerns, are inaccurate or are unlikely to guide development of important skills and attitudes. | Candidate establishes a positive classroom environment that is well managed and conducive to learning. Candidate responses build on student input to guide development of skills and attitudes in ways that enhance understanding. | The candidate monitors understanding of subject matter by eliciting student responses that require higher-level thinking and decision-making. Candidate establishes a positive classroom environment that supports and enhances student learning. Candidate responses scaffold on students' prior learning in ways that contribute to understanding and facilitate the active construction of knowledge. |
|---|--|--|

**Unit Component # 7: RESOURCES (5 points)**

| <b>Developing</b> | <b>Proficient</b>   | <b>Advanced</b>   |
|-------------------|---|---|
|                   | 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, and for what purposes. | 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 serves an identifiable purpose in the unit and increases all students' learning. |

**Unit Component # 8: EVALUATIVE ESSAY (15 points)**

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

**Unit Component # 9: REFLECTIVE ESSAY (15 points)**

| <b>Developing</b>   | <b>Proficient</b>   | <b>Advanced</b>  |
|---|---|--|
| The candidate describes, but does not reflect on or articulate insights concerning, how the process of unit | The candidate reflects thoughtfully and clearly articulates how engaging in the process of planning, teaching and | The candidate thoughtfully reflects on and clearly explains how planning, teaching and assessing student |

|   |   |   |
|---|---|---|
| <p>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). 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>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). Using artifacts and examples of classroom practice, candidate reflected on all PBSCTs not directly addressed in the Capstone Project.</p> | <p>learning before, during, and after instruction enabled him or her to meet selected PBSCT. Self-assessment, along with feedback from candidate's cooperating teacher, university consultant and university faculty, are evident in the reflective essay. Demonstrated insight into practice by articulating strategies for improving instruction and support of student learning.</p> |
|---|---|---|



## Mid-term 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:

If teacher candidate is in danger of an Unsatisfactory final grade, please alert [Marita.Johnson@unco.edu](mailto:Marita.Johnson@unco.edu) and [brian.sevier@unco.edu](mailto:brian.sevier@unco.edu) immediately.

Unsatisfactory



Satisfactory



Signatures:

Date: \_\_\_\_\_

Cooperating Teacher

Teacher Candidate

UNC Supervisor

## 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)   |       |
|---|--|--|--|-------|
| <b>A</b><br>CONTENT<br>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.   |       |
| <b>Numerical score, what you observed:</b> Literacy ___; Social Studies ___; Math ___; Science ___; Art ___; Music ___; PE ___; Health ___ ← Content knowledge Score(s) |  |  |  |       |
| <b>B</b><br>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 |
| <b>C</b><br>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 |
| <b>D</b><br>CLASSROOM<br>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 |
| <b>E</b><br>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.   |       |
| <b>F</b><br>PROFESSIONALISM<br>(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:

Student Teacher Concern Form

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TEACHER CANDIDATE: \_\_\_\_\_ DATE: \_\_\_\_\_ SCHOOL: \_\_\_\_\_

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

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

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Dates of review:

**Action Plan-** \_\_\_\_\_

**Resolution-** \_\_\_\_\_

Signature: \_\_\_\_\_

University Supervisor

Signature: \_\_\_\_\_

University Supervisor

Signature(s): \_\_\_\_\_

Cooperating teacher, Site Coordinator, or Principal

Signature(s): \_\_\_\_\_

Cooperating teacher, Site Coordinator, or Principal

Signature: \_\_\_\_\_

Teacher Candidate

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.*

**ATTENDANCE/SUPERVISOR CONTACT LOG**

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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 |
|-----------|------------------|----------|
|           |                  |          |
|           |                  |          |
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\_\_\_\_\_  
Teacher Candidate

\_\_\_\_\_  
Cooperating Teacher

\_\_\_\_\_  
University Supervisor

## Sample Final Student Teaching Evaluation Questions

These questions apply to ALL Student Teachers: Teacher Candidates are expected to meet State standards (but not necessarily every single indicator ) at the Proficient or Advanced level by the end of the student teaching experience. 1=Developing: Misunderstands the standard, or performs inconsistently. 2=Needs improvement to pass. 3=Proficient: Consistently meets the standard's performance indicators. Passes. 4=Advanced: Exemplary performance, consistently exceeding performance indicator. N/A=Not observed

| Question   | Score |
|--|-------|
| 1. Understands cognitive foundations of learning (V.)  |       |
| 2. Intentionally supports oral and written language development (I.)   |       |
| 3. Uses formal and informal assessment strategies to plan, evaluate and strengthen instruction (4.0, III.)                                     |       |
| 4. Differentiates instruction in response to needs of English Language Learners (VI.)  |       |
| 5. Differentiates instruction in response to needs of students identified as exceptional learners (VI.)  |       |
| 6. Uses technology effectively to increase student achievement (VII.)  |       |
| 7. Fosters active engagement in learning, self motivation, and positive social interaction and creates supportive learning environments (3, 4) |       |
| 8. Appreciates human diversity (IX.)   |       |
| 9. Applies sound disciplinary practices and intervention strategies in the classroom (V.)  |       |
| 10. Provides constructive feedback to students (III.)  |       |
| 11. Articulates and models the democratic ideal to students (VIII.)  |       |
| 12. Strives to meet the needs of all students in a caring, non-discriminatory, and equitable way (IX.)   |       |
| 13. Is vigilant against bias and prejudice (IX.)   |       |
| 14. Meets legal and ethical responsibilities for a teacher (X.)  |       |
| 15. Follows district and school rules and policies (X.)  |       |
| 16. Is always present and on time, misses or is late only for a true emergency.  |       |
| 17. Dresses and behaves professionally and appropriately for the situation (X.)  |       |
| 18. Demonstrates high quality work and a model work ethic (X.)   |       |
| 19. Is confident, takes on leadership roles when appropriate (X.)  |       |
| 20. Is held in high regard by others (X.)  |       |
| 21. Communicates with parents effectively and respectfully (V.)  |       |
| 22. Establishes a positive collaborative relationship with families and school colleagues (5.2, V, X.)   |       |

Elementary and Early Childhood Teacher Candidates are expected to meet State standards (but not necessarily every single indicator ) at the Proficient or Advanced level by the end of the student teaching experience. 1=Developing: Misunderstands the standard, or performs inconsistently. 2= Needs improvement to pass. 3=Proficient: Consistently meets the standard's performance indicators. Passes. 4= Advanced: Exemplary performance, consistently exceeding performance indicator. N/A=Not observed

| Question  | Score |
|---|-------|
| 1. Uses the major concepts, principles, theories, and research related to development of children in teaching (1.)  |       |
| 2. Uses concepts from reading, language and child development to teach reading, writing, speaking, viewing, listening and thinking skills (2.1)           |       |
| 3. Designs and implements age-appropriate inquiry lessons to teach science with appropriate use of physical, life and earth/space sciences concepts (2.2) |       |
| 4. Teaches the major math concepts (number and operations, algebra, geometry, measurement, and data analysis ad probability) (2.3)                        |       |
| 5. Teaches the major concepts and modes of inquiry from the social studies areas (2.4)  |       |

| Question  | Score |
|---|-------|
| 6. Uses the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts (2.5)   |       |
| 7. Uses the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contributes to good health (2.6) |       |
| 8. Designs appropriate standards-based lesson plans (III.) based on knowledge of students, learning theory, connections across goals and community (3.1)                          |       |
| 9. Creates instructional opportunities that are adapted to diverse students (3.2)   |       |
| 10. Uses human movement and physical activity to foster active, healthy life styles and enhanced quality of life (2.7)  |       |
| 11. Uses a variety of teaching strategies that encourage students' development of critical thinking and problem solving (3.3)   |       |
| 12. Uses effective verbal, nonverbal and media communication techniques (3.5)   |       |
| 13. Reflects on own practice; continually evaluates the effects of their professional decisions and actions on students/families (5.1)  |       |
| 14. Reflects on own practice; actively seeks out opportunities to grow professionally (5.1)   |       |