



EDEL 544 Syllabus and Student Teaching Handbook

For UNC Teacher Candidates, UNC Supervisors, and Cooperating Teachers ***Master of Arts in Teaching/Elementary Education Program, Spring 2012***

Jenni Harding-DeKam, Ed. D.
MAT/EEL Program Coordinator
(Greeley and Loveland Locations)
School of Teacher Education
McKee Hall #281
Greeley, CO 80639
phone: (970) 351-1029
fax: 970-351-1877
jenni.hardingdekam@unco.edu

Rosann Englebretson, Ed. D.
MAT/EEL Program Coordinator
(Colorado Springs and Denver Locations)
School of Teacher Education
UNC Center at Colorado Springs
12320 Oracle Blvd
Colorado Springs, CO 80921
Phones: 719-232-0582 or 719-598-7714
rosann.englebretson@unco.edu

Gary Fertig, Ph.D.
MAT Coordinator
School of Teacher Education
McKee Hall #270
Greeley, CO 80639
phone: (970) 351-2440
fax: 970-351-1877
gary.fertig@unco.edu

Jonathan Shaw
Off-Campus Program Manager
McKee Hall #207
Greeley, CO 80639
phone: 970-351-2897
fax: 970-351-1877
jonathan.shaw@unco.edu

Table of Contents

Coordinators' Letter	2
EDEL 544: Elementary Student Teaching and Capstone Seminar	2
STUDENT TEACHER INFORMATION	2
Summary of Assignments/Requirements	2
Expectations	3
Student Teaching Capstone Seminar	3
Capstone Project Guidelines	3
Capstone Project Evaluation Rubric	4
Resources	7
Suggested initial activities for student teachers	7
COOPERATING TEACHER INFORMATION	8
Paperwork	8
Resources	8
Expectations	8
UNIVERSITY SUPERVISOR INFORMATION	9
Paperwork	9
Responsibilities	9
Mileage reimbursement	10
UNC Supervisor's Video Reflection Questions	10
FORMS	11
Student Teaching Plan form	11
Sample of Student Teaching Plan Form	11
MAT/EEL Field Assessment Form (FAF)	12
Student Teacher Concern Form	13

Coordinator's Letter

Dear Teaching Candidates, Cooperative Teachers, and University Supervisor:

The final journey to becoming a professional educator is the student teaching experience. Each of you has critical roles and responsibilities in making this a positive and productive learning experience. A huge thank you goes to the cooperating teachers and UNC Supervisors who will mentor the teacher candidates into professional educators. Teacher candidates will learn from your encouragement and feedback based on your professional expertise and insight.

This handbook will provide you with valuable information about the student teaching experience, lists of responsibilities, and requirements.

Thank you for your time, dedication, and expertise you offer in this joint endeavor. By working together, we will continue to provide exemplary education to future elementary teachers. Thanks again for all that you do for our teacher candidates. Feel free call us if we might be able to assist you in anyway.

Sincerely,

Jenni Harding-DeKam, Ed.D.

Rosann Englebretson, Ed.D.

Gary Fertig, Ph.D.

Master of Arts in Teaching/Elementary Education Licensure Program Coordinators

EDEL 544: Elementary Student Teaching and Capstone Seminar

EDEL 544 includes sixteen weeks of continuous field experiences with supervision by university and school faculty and integrated seminars. S/U graded. To pass the course, students must meet all requirements below. Course objectives are aligned with Performance-Based Standards for Colorado Teachers, found at www.unco.edu/teach/standards.html. To pass the course, a student must meet all requirements and expectations outlined below.

STUDENT TEACHER INFORMATION

Summary of Assignments/Requirements

<u>Assignments/Forms</u>	<u>Where to turn it in</u>	<u>Due on</u>
Print complete copy of this handbook	To Cooperating Teacher	First day
Student Teaching Plan form	To UNC Supervisor	By third week
Seminar, see guidelines below	Must attend all seminars (10 hours)	When scheduled
Reflective Journal	E-mail to UNC Supervisor (8 total)	When scheduled
Mid-term evaluation form (online)	Ask Cooperating Teacher to complete and discuss with you.	Eighth week
Video-taping (one lesson of Capstone Project)	Review with UNC Supervisor; do not submit or upload, but write a reflection in Capstone project	Weeks 8-12
Capstone project See guidelines below	http://iWebfolio.com	April 6
Diversity Form www.unco.edu/teach/dfe.html	Scan and upload to your iWebfolio, Supporting Documents section	

<u>Assignments/Forms</u>	<u>Where to turn it in</u>	<u>Due on</u>
Last FAF signed by UNC Supervisor	Scan and upload to iWebfolio, Supporting Documents section. Enter the data through self-evaluation feature.	
Exit Survey	Complete at http://uncsurvey.org	May 1
Final Evaluation form (online)	Do not complete, but remind both cooperating teacher and UNC Supervisor to complete at http://uncsurvey.org	

Expectations

1. Be at the assigned school from 8 AM to 4 PM daily and attend all scheduled seminars. You must complete the required sixteen weeks for student teaching and make arrangements with the cooperating teacher to make up any days missed.
2. 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.
3. Wear ID badge at all times when in school setting.
4. Allow adequate time to prepare your work for the classroom.
5. Plan lessons on a weekly and daily basis and submit the plans to the cooperating teacher for inspection and recommendations prior to teaching the class.
6. Conform to the school's rules, policies, and local standards of behavior. You are a guest in the school to gain professional development.
7. Participate in all of the activities expected of the regular classroom teacher. Duplicate your cooperating teacher's schedule which includes arriving and leaving at appropriate times.
8. Call the school office and your cooperating teacher by 7:00 a.m. in the event you are ill and cannot be at your assignment. Notify your supervisor via e-mail or phone on the same day.
9. Return school materials, textbooks, resource materials and student records on or before the last day of student teaching.
10. 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. A weekly scheduled ½ hour meeting is recommended.
12. Accept constructive criticism and suggestions that assist your professional and personal growth.

Student Teaching Capstone Seminar

The Capstone Seminar provides MAT/EEL student teachers with opportunities to “debrief” their experiences with one another, make application for Colorado licensure (K-6), prepare to interview for a teaching position, and bring meaningful closure to the licensure portion of the program.

There will be one seminar in December, one in May, one with Career Services and Teaching Licensure Officer (Ms. Vicky Stromberger), and six other scheduled hours by your supervisor while you are in the field. All are mandatory.

- Loveland Cohort & Greeley Cohort (Loveland Campus) May 1, 2012 from 1:30-3:00 in Loveland Room TBA.
- Denver Cohort (Lowry Campus) May 1, 2012 from 1:30-3:00pm room TBD.
- Colorado Springs Cohort May 2, 2012 from 1:30 – 3:00 at Oracle Building.

Teacher Employment Days are not mandatory but encouraged: April 5 and 6, 2012. Contact Career Services for more information or registration <http://www.unco.edu/careers>

Capstone Project Guidelines

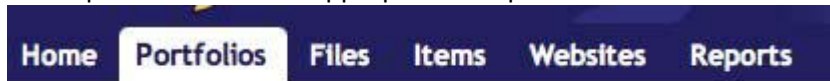
UNC teacher candidates plans, implements, and assesses an integrated unit for five hours worth of instruction, which they develop around a central theme related to the teaching and learning of mathematics, social studies and language arts or mathematics, science, and language arts for elementary students in Colorado. *Capstone Project guidelines* for teacher candidates and the *rubric* used to assess candidates' performance on the unit are found in the iWebfolio template.

Capstone Project should:

- Integrate no more than three subject areas for which there are relevant content standards. You may teach integrated language arts, mathematics and science unit or an integrated language arts, mathematics and social studies unit.
- Teach and assess with a pre-assessment and post-assessment a clearly defined theme or topic that will enable elementary students to meet their local school district curriculum standards or the Colorado Model Content Standards.

How to get started:

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 based on appropriate template:



PORTFOLIOS [[Create New Portfolio](#)]

Go to *School of Teacher Education* folder, and select "Elementary_ECE_2012" 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.

Planning for Student Learning

Review your school district's curriculum standards and the Colorado Model Content Standards thinking about what you want your students to learn, know and be able to do as a result of this unit. Begin gathering student and teacher resources and start thinking about how you will teach and assess students' learning relative to the content standards you select. Ask yourself:

- What do I need to learn myself in order to teach this unit well?
- What kinds of resources will I need to teach this unit?
- What types and genres of children's literature are available?
- Are there artifacts, simulations, songs, photographs, etc. I could use?
- What human and material resources are available in my community?

Capstone Project Evaluation Rubric

	Developing	Proficient	Advanced
TITLE PAGE	[no points] Title Page contains four or fewer items of information listed under "Advanced".	[no points] Title Page contains at least five items of information listed under "Advanced".	[no points] <i>Title Page</i> contains all of the following: 1. Title of Unit 2. Grade level taught 3. Teacher candidate's name 4. Cooperating teacher's name 5. Dates unit was taught 6. School and school district

	Developing	Proficient	Advanced
Row 2 RATIONALE STATEMENT	[5 points] Provides reader with an incomplete description of the community, school, classroom setting, and student characteristics. 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. Curriculum standards are listed but not discussed. Assessment does not appear to be aligned with curriculum standards or lesson objectives.	[10 points] Describes demographics of the local community, school, and classroom in terms of characteristic cultural, linguistic and socioeconomic factors. Classroom and individual variables that affect student learning are identified. Changes in curriculum, instruction, and assessment are explained. Strategies for pre-assessment, formative and summative assessment are well-thought-out and aligned with major content standards.	[15 points] Provides a thorough description of the community, school, classroom, and all student characteristics that will affect curriculum, instruction and assessment. Reflects on and explains how instruction and assessment will be modified to accommodate a diversity of student differences and needs. Pre-assessment, formative, and summative assessments are aligned with curriculum standards and lesson objectives. Multiple assessments are combined to provide a comprehensive overview of student learning that is linked to curriculum standards.
Row 3 UNIT GOAL	[3 points] 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.	[4 points] The Unit Goal is derived from content standards but stated in the candidate's own words. It accurately describes in no more than one paragraph the major concepts, skills, and attitudes students will learn.	[5 points] The Unit Goal is derived from content standards but stated in candidate's own words. It accurately describes in no more than two paragraphs "what" students will learn and "how" students will learn major concepts, develop skills, and acquire attitudes.
Row 4 LESSON PLANS	[5 points] 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.	[10 points] 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.	[15 points] 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
Row 5 EXTENSION ACTIVITIES	[3 points] 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.	[4 points] 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.	[5 points] 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.
Row 6 INSTRUCTING STUDENTS AND SUPPORTING LEARNING	[10 points] 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 do not	[20 points] 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.	[25 points] 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. The candidate monitors understanding of subject matter by eliciting student responses

	Developing	Proficient	Advanced
	<p>require active thinking.</p> <p>Candidate struggled with maintaining a positive classroom environment that was conducive to student learning. Students appeared to be off-task, frustrated or bored in response to instruction.</p> <p>Candidate responses do not address student concerns, are inaccurate or are unlikely to guide development of important skills and attitudes.</p>	<p>Candidate establishes a positive classroom environment that is well managed and conducive to learning.</p> <p>Candidate responses build on student input to guide development of skills and attitudes in ways that enhance understanding.</p>	<p>that require higher-level thinking and decision-making.</p> <p>Candidate establishes a positive classroom environment that supports and enhances student learning.</p> <p>Candidate responses scaffold on students' prior learning in ways that contribute to understanding and facilitate the active construction of knowledge.</p>
Row 7 RESOURCES	<p>[3 points]</p> <p>Few resources are cited for teachers and students. Some materials appear to be inappropriate for the developmental or other needs of students. There appears to be a haphazard connection to lesson standards and a random collection of unrelated materials.</p>	<p>[4 points]</p> <p>A reasonable number and variety of identifiable resources (i.e., cited) are used to support student learning relative to unit standards. Resources are well organized by type, how they will be used in the unit, by whom, and for what purposes.</p>	<p>[5 points]</p> <p>A rich variety of resources facilitate meeting content standards, for example, through the creative use of technology, children's literature, material artifacts, primary sources, and guest speakers. Each resource serves an identifiable purpose in the unit and increases all students' learning.</p>
Row 8 EVALUATIVE ESSAY	<p>[5 points]</p> <p>Essay does not clearly communicate the effects of instruction on student learning. Analysis of learning is not grounded in assessment results tied directly to the achievement of content standards and the unit goal(s).</p> <p>Assessment is anecdotal only; quantitative and qualitative data are not used to evaluate individual and / or whole-class achievement.</p> <p>Assessments do not appear to be aligned with instruction, learning experiences, and curriculum standards.</p> <p>Few or no representative examples of students' work are included.</p>	<p>[10 points]</p> <p>Essay clearly communicates the effects of instruction on student learning by comparing pretest and posttest results.</p> <p>Analysis of assessment results is tied to the achievement of curriculum standards and the unit goal(s).</p> <p>Both quantitative and qualitative evidence of learning are used to evaluate individual as well as whole-class achievement.</p> <p>Representative examples of students' work at different levels of proficiency are provided to illustrate the nature and type of learning that took place relative to curriculum standards and unit goal(s).</p>	<p>[15 points]</p> <p>Essay clearly communicates the effects of instruction on student learning through pretest and posttest results.</p> <p>Analysis of assessment results is tied to individuals' achievement of curriculum standards and unit goal(s).</p> <p>Quantitative and qualitative data are combined to evaluate individual and whole-class achievement. Multiple assessments are aligned with the content standards and lesson objectives.</p> <p>Assessment instruments have clear directions and scoring procedures that facilitate valid and reliable interpretations of student learning.</p> <p>There is evidence of providing students with constructive feedback.</p> <p>Representative examples of students' work at different levels of proficiency are provided to illustrate the kind and degree of learning that took place relative to curriculum standards and unit goal(s).</p>
Row 9 REFLECTIVE ESSAY	<p>[5 points]</p> <p>The candidate describes, but does not reflect on or articulate insights concerning, how the process of unit planning, teaching and assessing students' knowledge, skills, and attitudes before, during, and after instruction enabled him or her to meet selected Performance-Based Standards for Colorado Teachers (i.e., PBSCT).</p> <p>Completed written reflection of videotaped instruction and support of student learning that did not respond directly to prompts provided. 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>[10 points]</p> <p>The candidate reflects thoughtfully and clearly articulates how engaging in the process of planning, teaching and assessing students' knowledge, skills, and dispositions before, during, and after instruction enabled him or her to meet selected Performance-Based Standards for Colorado Teachers (PBSCT).</p> <p>Using artifacts and examples of classroom practice, candidate reflected on all PBSCTs not directly addressed in the thematic unit.</p>	<p>[15 points]</p> <p>The candidate thoughtfully reflects on and clearly explains how planning, teaching and assessing student learning before, during, and after instruction enabled him or her to meet selected PBSCT.</p> <p>Self-assessment, along with feedback from candidate's cooperating teacher, university consultant and university faculty, are evident in the reflective essay.</p> <p>Demonstrated insight into practice by articulating strategies for improving instruction and support of student learning.</p>

Resources

STE Resources: www.unco.edu/teach/forms.html

- Classroom Management Guide
- Classroom Assessment Guide
- Lesson Planning Guide

iWebfolio resources: <http://www.unco.edu/cebs/teachered/iweb.html>

STE contact information: www.unco.edu/teach

Suggested initial activities for student teachers

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 as 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. Create an activity sheet or assessment that is tied to a lesson.
20. Attend a staff meeting.
21. Eat lunch with the children, at least once, as well as eating lunch with other teachers.
22. Attend a grade-level meeting where a team of teachers is planning a unit or other learning activities.
23. Attend a parent teacher organization meeting.
24. 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).
25. Discuss with your cooperating teacher which children have special needs.
26. Observe a lesson using the FAF.

COOPERATING TEACHER INFORMATION

Paperwork

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

Required:

1. Two FAF forms, signed and reviewed by you and the teacher candidate. Submit to UNC Supervisor.
2. Mid-term Evaluation form. Discuss with student teacher; submit online at <http://UNCSurvey.org>.
3. Final Evaluation Form. Submit by the end of semester online at <http://UNCSurvey.org>. IMPORTANT: The teacher candidate will not receive a grade, unless the Final Evaluation form is submitted in a timely manner.

Optional/as needed:

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

Resources

See www.unco.edu/teach/ct.html

Expectations

- 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.
- Meet with the university supervisor to support the student teacher's development. Inform the supervisor **as soon as possible** if you have any concerns about the candidate.

UNIVERSITY SUPERVISOR INFORMATION

Paperwork

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

<u>What</u>	<u>What to do with it</u>	<u>Due on</u>
Three completed and signed FAF forms (from this handbook or download from www.unco.edu/teach/supervisors.html). Remind Teacher Candidate to scan and upload the last form you signed to iWebfolio.	Archive	End of semester
Student teachers' Reflective Journal (will be e-mailed to you)	Read and respond (8 total)	Weekly
Seminars	Schedule and teach ten hours of seminars; determine topic based on student needs and consultation with Dr. Harding-DeKam/Dr. Englebretson.	
Collect two completed and signed FAF forms from Cooperating Teacher.	Archive	End of semester
Student Teaching Plan form	Discuss with student teacher, ask for corrections if necessary, archive	Week three
Remind Cooperating Teacher to fill out Mid-term evaluation	This will be completed online	Week eight
Capstone project	Help students to understand, and upload onto iWebfolio.	April 7
Review video with teacher candidate during Capstone Project instruction	Discuss, using the guiding questions below; do not collect	Weeks 8-12
Final Evaluation Form at http://uncsurvey.org	Complete on-line; remind cooperating teachers do the same	May 1
Any Concern/Action Plan forms	Forward to Dr. Harding-Dekam/Dr. Englebretson	Immediately

Responsibilities

1. Attend the Orientation meeting.
2. Establish e-mail communication with your teacher candidates, encourage regular reflection and inquiry.
3. Visit the school on the first week of student teaching. Keep in mind; some student teachers begin before classes start at UNC.
4. Schedule a meeting at the beginning of the semester with each of the cooperating teachers with whom you will work.
5. 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. If you need a badge, contact Mr. Shaw.
6. As early as possible in the term, stop by the building principal's office and introduce yourself to him/her.
7. Review and discuss Student Teaching Plan form during third week.
8. Schedule and complete at least three full lesson observations (more if needed), including a post-observation conference. Complete three FAF forms.
9. Review video clips with student teacher; solicit self-reflection, and make sure the student teacher can reflect on her or his own performance.
10. Schedule and teach at least two seminars. Topics should be discussed with your teacher candidates, and may include: lesson planning, differentiated instruction, parent communication, job search, interview process, classroom management, student assessment, etc.

Mileage reimbursement

By the end of each month, submit mileage reimbursement requests on-line at www.unco.edu/teach/supervisors.html.

UNC Supervisor's Video Reflection Questions

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 future teaching sessions?
6. Other than what is stated in the lesson plan(s), what occurred immediately prior to and or after the video that is important to know in order to understand and interpret the interactions between and among you and your students?
7. How did you further the students' knowledge, skills, and engage them intellectually in understanding the subject matter?
8. Describe the strategies you used to monitor student learning during this lesson. Cite one or two examples of what students said and/or did in the clip (or in assessments related to the lesson) that indicate their progress toward meeting curriculum standards and learning objectives at a proficient level of performance.
9. Discuss how your instruction and the children's learning reflect your philosophy of how children learn (examples: Vygotsky, Piaget, Constructivism, etc.).
10. Explain how your scaffold (differentiation, modeling, and support of student learning) curriculum, instruction, and assessment in ways that contribute to understanding and facilitate students' construction of knowledge.

Student Teacher Concern Form

TEACHER CANDIDATE: _____ DATE: _____ SCHOOL: _____

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

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

Dates the Action Plan will be reviewed: _____

Signature: _____
University Supervisor

Signature(s): _____
Cooperating teacher, Site Coordinator, and/or Principal

Signature: _____
Teacher Candidate

A copy of this form 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.