



Student Teaching Block I Handbook

Elementary Professional Teacher Education Program *School of Teacher Education*

Elementary Program Coordinator:

Jody K. Lawrence, Ph.D.

970-351-2317

Jody.lawrence@unco.edu

If found, please call:

TABLE OF CONTENTS

ELEMENTARY PROFESSIONAL TEACHER EDUCATION PROGRAM ASSESSMENT PLAN.....	3
RESPONSIBILITIES OF TEACHER CANDIDATE.....	3
RESPONSIBILITIES OF THE BLOCK I PARTNER TEACHER.....	4
EVALUATION OF TEACHING PERFORMANCE	5
FIELD EXPERIENCES FOR STUDENT TEACHING BLOCK I	6
PORTFOLIO GUIDELINES.....	7
WORK SAMPLE GUIDELINES.....	8
WORK SAMPLE REQUIREMENTS.....	10
READING INTEREST INVENTORY	11
RUNNING RECORD ORAL READING ANALYSIS INSTRUCTIONS	12
RETELLING/COMPREHENSION CHECK.....	13
RETELLING SCORING RUBRIC	14
REFLECTION ON ASSESSMENT TO GUIDE INSTRUCTION	14
RUNNING RECORD FORM.....	15
CRITERIA FOR DETERMINING FUNCTIONAL READING LEVELS WITH ORAL PASSAGES.....	17
CORRELATION OF INSTRUCTIONAL READING LEVELS	18
LITERACY SESSION LOG FOR SMALL GROUPS	19
DATA SUMMARY REPORT	20
WRITING SAMPLES AND ANALYSIS EVALUATION GUIDE	21
LESSON PLAN FORMAT #1	22
INTEGRATED LESSON PLAN FORMAT #2.....	23
LESSON SELF-REFLECTION FORM.....	24
BLOCK I LESSON OBSERVATION FORM FOR PARTNER TEACHER	25
TEACHER CANDIDATE MIDTERM EVALUATION RUBRIC FOR PARTNER TEACHER.....	26
FINAL EVALUATION: PARTNER TEACHER FORM.....	27
CHECKLIST OF EXPERIENCES FOR TEACHER CANDIDATES	29
BLOCK I ABSENCE FORM FOR TEACHER CANDIDATE.....	30
COUNSELING PROCEDURE FOR PROFESSIONAL AND/OR ACADEMIC STUDENT TEACHING ADVISING	31
UNC ELEMENTARY PTEP CONCERN FORM.....	32
PROBLEM RESOLUTION ACTION PLAN.....	33
ASSESSMENT OF PERFORMANCE-BASED STANDARDS.....	34

To access the Colorado Model Content Standards for Reading and Writing, please visit:

<http://www.cde.state.co.us/cdeassess/documents/standards/reading.pdf>

To access the Colorado Basic Literacy Act and grade level proficiencies, please visit:

<http://www.cde.state.co.us/action/CBLA/index.htm>

ELEMENTARY PROFESSIONAL TEACHER EDUCATION PROGRAM ASSESSMENT PLAN

The outcomes expected of candidates delineated in the Elementary PTEP conceptual framework and in the Performance-Based Standards for Colorado Teachers represent the primary basis for targeting program assessment and evaluation procedures. Evaluation strategies for the program are largely performance-based and involve a diverse range of evaluative approaches including portfolio assessments, critically self-reflective journals, formal tests, performance checklists, audio and video performance analyses, and teacher work sample assessments. The matrix that follows delineates when and how teacher candidates demonstrate various levels of performance of the forty-five standard elements. Assessment of candidates' performance is a responsibility shared by university faculty and partner teachers alike. The goal of the program's assessment and evaluation efforts is to advance the mission of the program by providing information on an ongoing basis that can be used to measure and mediate the effectiveness of candidate performance and program viability.

RESPONSIBILITIES OF TEACHER CANDIDATE

A. To the school:

1. Become familiar with the rules and regulations of the school, school hours, classroom rules, special policies, etc.
2. Be punctual – arrive on time. Sign in and out in the school office.
3. Wear your PTEP nametag.
4. Attend every day and events that partner teachers are required to attend.
5. Call the school office and your university instructor in the event you are ill and cannot be there.
6. Show as much initiative and dependability as possible during your field-based experience.
7. Place school duties ahead of personal wishes and accept responsibilities that are a necessary part of the profession.
8. Follow the rules of basic courtesy toward teachers, students, school staff, and members of the community.
9. Cooperate at all times with teachers, students, and administrators.
10. Avoid unfavorable criticism of the school, the partner teacher, and the community.
11. Dress appropriately and in keeping with faculty standards.

B. To the University:

1. Attend all weekly classes, seminars, and other functions assigned by your university instructor. Attendance is mandatory in university classes and field experiences. Any time missed must be made up at a time convenient with the partner teacher. Call both the partner teacher and your university instructor if you need to be absent. If excessive absences occur (more than one), the teacher candidate must conference with the university instructor and a professional improvement plan will be initiated.
2. Be available for conferences with your partner teacher, school administrator, and/or your university instructor if necessary.

3. Complete assignments. This includes class assignments, a professional portfolio, mid-term and final conferences and evaluations.

The University of Northern Colorado establishes five responsibilities for Block I students:

Students have the responsibility to:

1. Inquire about course requirements if they do not understand them or are in doubt about them.
2. Maintain the standards of academic performance established for individual courses and for programs of study.
3. Initiate an investigation if they believe their academic rights have been violated (See section on Academic Appeals in the *Student Rights and Responsibilities Referral Guide* available in the Office of Student Affairs).
4. Learn the content of any course of study.
5. Act in accordance with commonly accepted standards of academic conduct. (See Student Conduct section in the *Student Rights and Responsibilities Referral Guide* available in the Office of Student Affairs).

RESPONSIBILITIES OF THE BLOCK I PARTNER TEACHER

- A. The partner teacher plays an important part in ensuring a successful field experience for the student. Through his/her preparation, guidance and knowledge, the teacher candidate experiences first-hand what teaching involves.
- B. To facilitate this experience, it is suggested that the partner teacher do the following:
 1. Conduct an initial meeting with the teacher candidate to emphasize the importance of:
 - a. Adhering to an agreed upon schedule.
 - b. Being punctual and dependable.
 - c. Handling responsibilities in a professional manner.
 - d. Familiarizing him/her with any essential procedures and practices.
 - e. Communicating openly (questions, discussion and constructive feedback).
 - f. Showing initiative and creativity.
 - g. Maintaining a standard code of conduct and dress.
 2. Ensure that the teacher candidate receives a variety of experiences during his/her field experiences. Candidates are expected to participate in school in-service days and parent teacher conferences. Candidates' attendance is mandatory on all days that teachers are required by the district to be in the schools and students will need to make up any missed days at the end of the semester.
 3. Communicate openly with the candidate regarding his/her performance. The partner teacher completes a mid-term evaluation, two formal lesson observations and a final evaluation;

impromptu conferences may occur daily depending on the candidate's needs and the partner teacher's time.

4. **Contact the university instructor or program coordinator in a timely manner if there are any questions or concerns regarding the teacher candidate and/or his or her performance.**

Program Coordinator:

Dr. Jody Lawrence

(970) 351-2317

Jody.lawrence@unco.edu

EVALUATION OF TEACHING PERFORMANCE

Student teachers are evaluated using the following methods:

The **partner teacher** may use daily or weekly informal feedback in working with the student teacher. Two formal lesson observations by the Partner Teacher are required, as well as a mid-term evaluation and a final evaluation. The mid-term and final evaluation will be shared with and signed by the student teacher. These copies will be kept in the student's professional file in the Elementary PTEP Office.

The **UNC instructor** will use the Performance Assessment and Classroom Evaluation (PACE) when he/she evaluates the student teacher. The instructor may also use any other evaluative tools during the term to assist the student teacher.

All formal evaluations are based on the Program Matrix for Performance-Based Standards for Colorado Teachers.

Observations and evaluations should be completed in a timely fashion, reviewed openly with the student teacher, signed and dated by the appropriate parties, and submitted to the university instructor at the end of the term.

FIELD EXPERIENCES FOR STUDENT TEACHING BLOCK I

Suggested Sequence of Field Experiences*¹

Weeks of Block I	Suggested Teaching Responsibilities - (Each week builds on responsibilities of previous week)
Pre-Field	Observe Complete Reading Inventory Administer first Running Record with Summary Sheet Writing Sample and Analysis #1 Meet with teacher to go over expectations and responsibilities/time for planning Start Read Alouds
Week 1	Observe and assist students with literacy Record any instruction in session logs Engage in read alouds Weekly Running Record
Week 2	Work on planning Give spelling tests Administer running record
Week 3	Participate by leading daily classroom routines (openings, attendance, transitions to other settings, closings, etc.) Administer running record Partner Teacher completes first lesson observation
Week 4	Continue to increase teaching responsibilities Running Record
Week 5	Running Record with Summary Sheet Writing sample and analysis #2 Partner Teacher completes mid-term
Weeks 7-8	Increase responsibility, and continue literacy and science instruction. Partner Teacher completes second lesson observation
Week 9	Teacher candidate assumes maximum responsibility for planning and teaching in literacy Collect all final literacy data during work sample Partner teacher completes Final Evaluation
Week 10	Teacher candidate gradually relinquishes teaching responsibilities TC may observe in other classrooms

¹ Field experiences must be differentiated according to the needs of the teacher candidate, expectations of the partner teacher, and the context of the classroom. The field experiences and sequences outlined above are provided as a general outline and should be used only as guidelines.

PORTFOLIO GUIDELINES

*All teacher candidates must use iWebfolio for the professional portfolio.

In order to be eligible for teacher licensure in the state of Colorado, each teacher candidate must complete a professional portfolio. Below are general guidelines – specifics are listed in iwebfolio and in the course syllabus.

How should I reflect on my portfolio artifacts? Follow this format: your reflections should be about one page in length.

- ✓ Choose a title for your artifact.
- ✓ List the Standard Performance Indicator(s) that your artifact represents.
- ✓ First paragraph – Explain why you placed the artifact in this particular section of your portfolio. How does this artifact/activity demonstrate that you have made progress toward meeting this particular Standard?
- ✓ Second paragraph – What meaning does this artifact/activity have relative to effective teaching and learning in the elementary school? Why should a good teacher create or use this artifact, technique, material, etc. to promote student learning?
- ✓ Third paragraph – How will you adapt or use this artifact, technique, material, etc. in your own classroom and for a particular grade level to promote student learning? Here is where you should reflect critically on the artifact in order to render it appropriate for your needs and grade level of interest.

Make sure your grammar, punctuation, and spelling are PERFECT!

You should be able to reflect aloud as well as in writing on EVERY item in your portfolio, including documents, lesson plans, examples of children’s work, pictures, photographs, etc. During a face-to-face interview, be prepared to reflect spontaneously on each item in your portfolio; you should not read your reflections to an interviewer. Be prepared to discuss some of the current issues...

- ✓ How you plan to accommodate diversity in your classroom
- ✓ How you plan to individualize instruction and assessment
- ✓ How you will encourage parent involvement
- ✓ How you will address state and district standards

WORK SAMPLE GUIDELINES

INTEGRATED WORK SAMPLE I

Scoring Criteria

(Based on AECI Standards – Performance-Based Standards for Colorado Teachers)

Levels of Accomplishment:

All COMPONENTS of the Final Work Sample must receive a score of “Proficient” in order to pass this Work Sample requirement.

Levels of Performance Rubric

Level	Explanation of criteria
D = Developing	Demonstrates some knowledge and understanding of the standard or standard elements. Sometimes demonstrates elements of effective instruction and assessment. Reflections and self-evaluations exhibit lack of critical thinking.
P = Proficient	Demonstrates substantial knowledge and understanding of the standard or standard elements. Often demonstrates elements of effective instruction and assessment. Reflections and self-evaluations exhibit some critical thinking

Formative Assessment Protocol: A specific checklist will be used for each of the three components of the Work Sample product. All individual assignments will be evaluated and scored on these checklists. Should a student receive a “D” (Developing) score on any assignment during the semester it is his/her responsibility to re-do this assignment in order to bring it up to a “P” (Proficient) level. If the student receives a “D” score on his/her 3-week or mid-term evaluation (by partner teacher) he/she will need to conference with his/her partner teacher. The university supervisor will be available for these conferences if requested. If the student demonstrates a “Developing” level on the PACE criteria as observed by the university supervisor he/she will be asked to conference with the university supervisor.

Post-Assessment Protocol: By the end of the semester students must earn a “P” or better on every category of the PACE criteria that is conducted by his/her university supervisor. He/she must also earn a “P” score on his/her final evaluation that is conducted by his/her partner teacher. Both of these areas must be scored “Proficient” in order to pass the student teaching component of Block I. **Problems need to be identified early on in the semester in order that the student’s two mentors can work with him/her in order to remediate any critical areas of concern.**

TEACHER CANDIDATE:

<u>WORK SAMPLE REQUIRED COMPONENTS</u>	<u>D</u> <u>1</u>	<u>P</u> <u>2 3 4</u>
Reading Inventory		
Running records 1-10		
Analyses of Running Record #1		
Analyses of Running Record #5		
Analyses of Running Record #10		
Writing Sample/Analyses #1		
Writing Sample/Analysis #2		
Writing Sample/Analysis #3		
<u>Session Logs (at least 16)</u>		
<u>PACE lesson plan, PACE form, reflection</u>		
<u>Teacher Observed Lesson plan #1</u> <u>TC reflection form</u> <u>Partner Teacher observation form</u>		
<u>Teacher Observed Lesson plan #2</u> <u>TC reflection form</u> <u>Partner Teacher observation form</u>		
<u>Midterm Evaluation</u>		
Final Evaluation		
Final Reflection on Student Teaching		
Final Summary Data Sheet		

WORK SAMPLE REQUIREMENTS

1. Monitoring a student: Choose one student who reads at or above grade level to “monitor” over the semester. You will complete 10 running records (1 per week) and collect 3 writing samples from this student.
 - Week 1: Reading Inventory
Running record with analysis
Writing Sample #1 and analysis
 - Weeks 2-4: Running record (1 per week)
 - Week 5: Running record with analysis
Writing Sample #2 and analysis
 - Weeks 6-9: Running Record (1 per week)
 - Week 10: Running Record with analysis
Writing sample #3 and analysis
2. Session Logs: In small or whole groups, please plan to teach at least two literacy lessons a week. If literacy is integrated with science or social studies, that is fine too. Please complete a session log per lesson. Each session log requires a pre-lesson portion and a post-lesson portion. You will need to have AT LEAST 16 by the end of the student teaching block.
3. Lesson Plans: You will write 3 formal lesson plans over the course of the semester – one for each lesson your partner teacher observes and one for your university supervisor’s visit. These must include all of the required components of lesson plans (state standards, objectives, assessments, etc.) There are two sample formats in the handbook, although you may use any format as long as you include all components.
 - a. For the 2 partner teacher observed lesson plans, please include:
 - i. Your written lesson plan
 - ii. Your reflection
 - iii. Your partner teacher’s assessment form
 - b. For the one PACE lesson plan observed by your university supervisor, please include:
 - i. Your written lesson plan
 - ii. Your PACE observation (completed by supervisor)
 - iii. A one-page written reflection of your lesson (no specific format)
4. Final Reflection: You will write a final 2-page, double spaced written reflection on your student teaching experience. Please include:
 - a. **Reflections on Personal Learning**: Look back through your observations and reflections from the entire semester and identify three of the most significant things you learned. Briefly explain why these are significant to you.
 - b. **Personal Goal Setting**: Identify three areas in your literacy teaching you want to refine. Set a goal for each of these areas and state how you will accomplish each goal.

READING INTEREST INVENTORY

Rhodes & Shanklin, 1993

Directions: Give orally to student and write answers. Please adapt for your student.

Student Name

Date _____

1. Do you like to read?
2. What kinds of stories do you like best?
3. What is the name of your favorite book?
4. Name any book you have read more than once.
How many times?
5. Write the name of any book you didn't like and tell why.
6. Do you ever read a book instead of watching TV?
7. Have you ever read a book because one of your friends said it was good?
8. Give the names of some books you have at home.
9. What are your hobbies and collections?
10. Do you read the book if you have seen the movie or TV program based on it?
11. Name some of the movies you've liked best.
12. What do you want to be?

RUNNING RECORD ORAL READING ANALYSIS INSTRUCTIONS

Teacher Candidate: _____
Elementary Student's first name: _____
Title of Book: _____
Grade Level: _____
Text Level: _____
Unfamiliar book? _____

After completing the Running Record form for your student during weeks 1, 5, and 10, please write a 2-page, double-spaced analysis based on the following components:

- A. Recognizes when his/her miscues have disrupted or changed the meaning of the text.
- B. Logically substitutes one word that makes sense in the sentence for an actual word in the text.
- C. Self-corrects his/her errors/miscues.
- D. Uses pictures of other visual cues to gather meaning from the text.
- E. Accurately predicts future components of the text (print details/ rhyme / pattern/ story elements).
- F. Rereads when text is not making sense to him/her.
- G. Reads ahead to make sense of text.
- H. Reads fluently to capture meaning from the text.
- I. Uses voice inflection to gather meaning from the text.
- J. Successfully uses the three cueing systems: 1.graphophonic (sound/symbol relationship); 2. semantic (meaning); 3. syntactic (sentence structure).

My student exhibits the following behaviors that hinder him/her during oral reading and while constructing meaning from the text:

- A. Substitutes words that do not make sense in the context of the text.
- B. Makes omissions/insertions that disrupt meaning.
- C. Relies too heavily on graphic cues (graphophonic/visual)-i.e. "sounding out" behaviors disrupt the fluency in his/her reading.
- D. Appeals to the tutor to give him/her the correct response.
- E. Ignores punctuation.
- F. Reads one...word...at...a...time (i.e. is not reading fluently).
- G. Mispronounces words due to native language/second language confusions.
- H. There were no observed behaviors that hindered oral reading or text comprehension.

RETELLING SCORING RUBRIC

Circle one of the following-

LEVEL 1 = Student cannot tell any information about the text. (Frustration)

LEVEL 2 = Student retells only fragments or details as isolated events/gives title of text. (Frustration)

LEVEL 3 = Student retells story including only a few of the major events, may or may not be in correct sequential order. (Frustration)

LEVEL 4 = Student retells approximate sequence of events with minor omissions or reversals; refers to characters as well as setting, problem and/or resolution. (Instructional)

LEVEL 5 = Student retells story using fairly complete sequence of events and some details; refers to characters as well as setting, problem and/or resolution. (Instructional/Independent)

LEVEL 6 = Student retells story including complete sequence of events and several details or elaboration; clarifies character, setting, problem, and resolution. (Independent)

REFLECTION ON ASSESSMENT TO GUIDE INSTRUCTION

Record any observations of student behaviors or helpful teaching notes that may be helpful to you when planning comprehension strategies and mini-lessons.

READING LEVEL: (circle one)

INDEPENDENT

INSTRUCTIONAL

FRUSTRATION

RUNNING RECORD FORM

Student's initials: _____ Date: _____

Teacher Candidate: _____

Title of Text: _____

Level of Text/Leveled System Used: _____

Number of Errors: _____ Percentage: _____

Total Number of Words: _____

Level for Student (circle one) Independent, Instructional, Frustration

TEXT

ANALYSIS

PAGE	E	SC	G	M	S

TEXT

ANALYSIS

PAGE	E	SC	G	M	S

CRITERIA FOR DETERMINING FUNCTIONAL READING LEVELS WITH ORAL PASSAGES

(Adapted from Betts and Durrell)

<u>Functional Reading Level</u>	<u>Word Recognition</u>		<u>Comprehension</u>
Independent	98-99%	AND	90% or Advanced Retelling
Instructional	91-97%	AND	70% or Advanced or Proficient Retelling
Frustration	90% or Less	OR	50% or less or Partially Proficient or Unsatisfactory
Listening Comprehension			70-100%

CORRELATION OF INSTRUCTIONAL READING LEVELS

Grade Level (Basal)	Reading Recovery	Lexile Levels (Systematic Reading assigned to books)	Guided Reading (Pinnell, Fountas)	Developmental Reading Assessment (DRA Level) (Joetta Beaver)		AR (Accelerated Reader)
Kindergarten	1 2		A B	A 1 2	Pre through readiness	Pre through readiness
Pre-Primer	3 – 4 5 – 6 7 – 8		C D E	3 4 6 – 8		
Primer	9 – 10 11 – 12		F G	10 12	Primer	Primer
1 st Grade	13 – 14 15 – 16	200 – 299	H I	14 16	48	
2 nd Grade	18 – 20 24 – 28	300 – 399 400 – 499	J – K L – M	18 – 20 24 – 28	2.1 2.2	2.1 2.2
3 rd Grade	30 34 – 38	500 – 599 600 – 699	N O – P	30 34 – 38	3.1 3.2	3.1 3.2
4 th Grade	40	700 – 799	Q – R	40	4.1 4.2	4.1 4.2
5 th Grade	44	800 – 899	S – T	44	5.1 5.2	5.1 5.2
6 th Grade		900 – 999			6.1 6.2	6.1 6.2
7 th /8 th Grade		1000 – 1100			7.0 8.0	7.0 8.0

From: Gay Bohnet, Scholastic Publishing

LITERACY SESSION LOG FOR SMALL GROUPS

Teacher Candidate: _____ Date: _____ Log # _____

Reading/Content Area: _____ Group Size: _____

You will complete this form (legibly!) at least 16 times for literacy lessons you teach to small groups in order to document your planning, teaching, assessment, and reflective thinking. Whenever possible, include the student you document in the group you teach.

Before the Lesson:

1. What do you expect the students to learn in this lesson? (Objectives)

2. What materials and strategies will you use to teach the concepts?

3. How will you “link” students to the lesson? (Pre-reading Activities)

During the Lesson:

4. How did you use observations of students during the lesson to make student learning more effective?

After the Lesson (Reflective Thinking):

5. Was the lesson effective? Why or why not?

6. What would you change if you taught this lesson again? If you would not change anything in this lesson, how would you modify the lesson for a different group of students?

7. How will you use the results of your observations/ assessments to guide your instruction the next time you teach these students?

DATA SUMMARY REPORT

Teacher Candidate's Name: _____

Student's Initials: _____ Date: _____

Is the student an English Language Learner? Yes / No

PRE -ASSESSMENT

Student's beginning instructional reading level (based on **initial running record assessment** using **Reading Recovery Levels** or conversions from other text): _____

Date of Assessment: _____

POST-ASSESSMENT

Student's ending instructional level using Reading Recovery Levels: _____

Date of Assessment: _____

Comments:

WRITING SAMPLES AND ANALYSIS EVALUATION GUIDE

The purpose of collecting writing samples is to better acquaint you with one student's growth as a writer. Often, the finished product does not give us enough information about what the student is capable of, therefore it is important to examine what students do during the process of writing. Over the course of the semester, please collect three samples of one student's writing. Ideally students will already be writing on a fairly regular basis, so your request for writing will not be unusual!

Please follow the following procedure:

Before writing

1. Choose one student from your small literacy group to collect work from.
2. Let the student know *ahead of time* (not the same day), that you will ask them to write at a certain time. Writers need time to think and plan their writing and asking students to write "on the spot" is unauthentic and stress-inducing! Explain that the writing is not a test. Also explain that you would like to sit with the child while they write and record what they are doing. Let students know that they are free to see your notes if they wish.
3. Let the student choose the topic, genre, paper, writing utensils, etc. – student choice is very important!

During writing

1. Observe the student for the following aspects and take notes:
 - a. How does the child organize his paper? Is there evidence of directionality (left-to-right, top-to-bottom)
 - b. Does the child do anything to pre-write? (talk to you, web, outline, draw a picture, look at a book, etc.)
 - c. If the child *does* talk to you, jot down these interactions. You may respond to the child with encouragement, but do not provide direction or tell the child what to do. If the child asks you how to spell words, simply suggest they do the best that they can.
2. Take notes on what the child *does* during the writing – for instance, does he erase a lot? Write quickly? Spell words aloud to himself, etc. The purpose is to document what the writer does during a *process* of writing.

After writing

1. Say to the child, "Tell me about your work." DO NOT write on the student's paper. On a separate piece of paper, record verbatim what the child says. Attach your dictation to a *copy* of the student's work. Give the original writing back to the child.
2. Analyze the finished product according to the following categories. Please write and underline each category title:
 - a. Semantics & Organization: Does the student use words and/or pictures to convey meaning? Does the student organize the content to make sense? Does the finished product differ from the child's oral explanation of the writing? In other words, does the child's *explanation* of the writing make sense, although the writing itself may not be clear?
 - b. Syntax: Does the writing convey proper word usage and the structure of the language? Was there a discrepancy between what the child said and what was written in terms of syntax?
 - c. Graphophonics & Handwriting: Does the student match letters, letter combination and sounds correctly? Are the letters formed correctly? What do you notice about the child's developmental level of spelling?
 - d. Mechanics: Does the student use punctuation or capitalization properly?

LESSON PLAN FORMAT #1

Teacher Candidate _____

Content Areas(s) If Applicable _____

Title of Lesson _____

School _____

Grade Level _____ Partner Teacher _____ Date _____

Learning Context:

Learning Objectives:

Standards (Relate to objectives above. Standards may be abbreviated):

Assessment to check for evidence of learning during or after lesson:

Materials Needed:

Time Required:

Adaptations/Modifications for Special Needs Learners?

Pre-Lesson:

How will you motivate the students and activate background knowledge/linkages?

Introduction or development of vocabulary? How?

What will be the student's purpose for wanting to learn (Engagement)?

During Lesson:

Explain the instructional strategies and how you will use them to guide learning:

Will you use guided practice?

Will you have the students use learning strategies independently?

Exploration?

Explanation?

End of Lesson:

Closure/Wrap-up

Evaluation/Assessment

Post Lesson:

What will you have the students do after they finish the lesson to integrate and synthesize learning?

Extension(s)?

References?

Teacher:

Student:

INTEGRATED LESSON PLAN FORMAT #2

NAME _____ DATE _____

LESSON TITLE _____ GRADE LEVEL _____

STATEMENT OF INTEGRATION-

CONTENT STANDARDS AS RELATED TO THIS LESSON

OBJECTIVES-

THE LEARNER WILL

MATERIALS-

RELATED VOCABULARY-

PROCEDURES-

PRE-LESSON - ENGAGEMENT (INVITE), EXPLORATION

DURING LESSON - EXPLANATION, EXTENSION (TAKE ACTION)

POST LESSON - EVALUATION

ASSESSMENT - EVIDENCE OF STUDENT LEARNING

CLOSURE

LINK TO NEXT LESSON

ADAPTATIONS FOR

ENGLISH LANGUAGE LEARNERS

SPECIAL NEEDS STUDENTS

ADDITIONAL RESOURCES

TEACHER-

STUDENT - BOOKS, CD-ROM, WEBSITES

BLOCK I LESSON OBSERVATION FORM FOR PARTNER TEACHER

TEACHER CANDIDATE: _____ GRADE: _____

DATE: _____ SCHOOL: _____

COOPERATING/PARTNER TEACHER: _____

I. Summary of the Lesson:

II. Strengths demonstrated by the teacher candidate during the lesson:

III. Areas of growth for the teacher candidate:

IV. What strategies will the teacher candidate be coached to use in order to demonstrate growth in the areas above?

V. Other concerns and/or comments:

Signature: _____
Cooperating/Partner Teacher

Signature: _____
Teacher Candidate

TEACHER CANDIDATE MIDTERM EVALUATION RUBRIC FOR PARTNER TEACHER

Teacher Candidate _____ Student Bear Number _____

School _____ Grade _____ Partner Teacher _____

Date _____

LEVELS OF PERFORMANCE (Put a check mark in the appropriate box)

	Basic	Developing	Proficient
Performance Based Teacher Standards The Teacher Candidate:	Demonstrates a basic level of knowledge. Attempts task but unable to perform task appropriately.	Demonstrates beginning level of understanding. Attempts task and can sometimes perform task appropriately. May need assistance.	Demonstrates substantial knowledge and ability to accomplish task successfully and independently.
Arrives on time, attends regularly and dresses appropriately 8.4, 10.2			
Shows commitment in extending own content knowledge and skills which indicates continued success as a teacher 4.1, 4.3, 5.1, 8.4			
Demonstrates ability to be a reflective problem solver 8.5			
Cooperates, interacts and communicates positively with you and other colleagues 10.1			
Is receptive to your instruction, directions, and coaching 8.5, 10.1			
Interacts and communicates positively with pupils 5.1, 10.1			
Creates lesson plans based on Colorado Model Content Standards 3.1, 4.2			
Creates an acceptable learning environment where students demonstrate positive behavior 5.1, 5.2, 5.3, 8.2			

1. Perceived strengths of teacher candidate:

2. Areas for growth:

3. Concerns and/or recommendations:

Signature: _____

Teacher Candidate

Signature: _____

Partner Teacher

FINAL EVALUATION: PARTNER TEACHER FORM

To Be Completed by the Partner Teacher

Teacher Candidate: _____ Date: _____

Partner Teacher: _____ Grade Level: _____ School: _____

INDICATORS ²	COMMENTS
<p><i>Knowledge of Content and Standards</i> Uses knowledge of reading, writing and standards to plan instruction and support student achievement (2.1, 4.1)</p>	
<p><i>Knowledge of Instruction and Classroom Management</i> Develops/selects resources to enhance learning for all students (9.3)</p> <p>Uses strategies to keep students on task to support learning processes (5.5)</p> <p>Demonstrates instruction which is consistent with district goals, and state standards (3.8)</p> <p>Begins to apply appropriate classroom management strategies.</p> <p>Teaches students within the scope of teachers' legal responsibilities and students' rights, and follows procedures as specified in state, federal and local policies (6.4)</p>	
<p><i>Professional Behavior</i> Reflects on and evaluates his or her own performance to improve teaching (8.5)</p> <p>Is dependable, reliable and punctual (10.2)</p> <p>Demonstrates effective interpersonal communication skills with students, staff, parents (5.8)</p>	

² Indicators correspond to the Performance-Based Standards for Colorado Teachers. CDE, 2000

Narrative Summary of Strengths Demonstrated by the Teacher Candidate during Block I Student Teaching:

Suggestions/Strategies for Continued Professional Growth:

Signature: _____ Date: _____
Partner/ Cooperating Teacher

Signature: _____ Date: _____
Teacher Candidate

CHECKLIST OF EXPERIENCES FOR TEACHER CANDIDATES

Please use this as a resource and try to participate/complete as many of these experiences as possible by the end of Block I.

Standards-Based Performance Activities	Completed
TEACHING, PLANNING AND ASSESSING ACTIVITIES:	
1. Read aloud to students (whole class, small groups, individuals). 1.2, 1.5	
2. Plan a read aloud that focuses on listening comprehension. 1.3, 1.4, 1.5	
3. Assist students as needed. 6.1, 6.3	
4. Observe a peer or your partner teacher's disciplinary practices as they teach a lesson and write in your journal about one new strategy you will try. 5.1, 5.2, 8.5	
5. Work in cooperation with the media specialist to gather materials for your partner teacher's lessons and/or units. 5.6	
6. Develop a learning center. 4.3, 5.1.	
7. Design and display an interactive bulletin board. 4.3, 5.1	
8. Administer spelling tests. 3.3	
9. Evaluate papers. 3.3	
10. Review teacher guides and compare lesson goals to the Colorado Model Content Standards. 3.8, 4.2	
11. Review district curricula for the areas of literacy, science, and/or health and identify how the Colorado Model Content Standards are met. 3.8, 4.2	
12. Conduct small group reading and writing sessions under your partner teacher's direction. 1.1, 1.3, 1.5, 2.1, 2.2, 2.3, 2.4, 5.1, 5.2, 5.3	
13. Conduct science experiments and identify how the experiments met the Colorado Model Content Standards for Science. 3.8, 4.1, 4.2, 4.3	
CLASSROOM ROUTINES:	
1. Take attendance and lunch count. 5.1, 5.2, 5.3	
2. Help with recording homework assignments or home reading program. 5.7	
3. Make announcements. UNC 10.2	
4. Arrange for field trips, fundraisers, book orders, etc. UNC 10.2	
5. Write a weekly newsletter to inform parents to the week's happenings. 5.8, 7.3, UNC 10.1	
6. Give directions for specific learning activities. 5.1, 5.2, 5.3	
7. Help with transitions from one activity to the next. 5.1, 5.2, 5.3	
PROFESSIONAL GROWTH AND DEVELOPMENT	
1. Attend staff meetings. 8.3, 8.4, UNC 10.1, 10.2, 10.4	
2. Attend a P.T.O. meeting. 8.3, 8.4, UNC 10.1, 10.2, 10.4	
3. Attend a committee meeting. 8.3, 8.4, UNC 10.1, 10.2, 10.4	
4. Attend a team-planning meeting. 8.3, 8.4, UNC 10.1, 10.2, 10.4	
5. Attend staff development sessions. 8.3, 8.4, UNC 10.1	
6. Observe parent-teacher conferences. 5.8, 5.9	
7. Observe a staffing. 5.6, 6.2, 6.3, 6.4, 6.5	
8. Observe specialists (e.g. special education, reading, music). 5.6	

BLOCK I ABSENCE FORM FOR TEACHER CANDIDATE

Note: List all absences below and submit with your work sample at the end of the 10 weeks.

TEACHER CANDIDATE: _____ DATE: _____

SCHOOL: _____ GRADE LEVEL: _____

PARTNER TEACHER: _____

Note: Teacher candidates are assigned to schools 30 minutes before school begins until 30 minutes after school ends during the student teaching experience except for holidays or days the school is not in session. For all other days, students are to consult with the partner teacher regarding making up time missed. If an absence or absences occur, this form is to be turned in to the UNC instructor. Make up times must be student contact hours.

Dates/Hours Absent

Dates/Hours of Time for Make-up

Signature: _____
Teacher Candidate

Signature(s): _____
Partner Teacher

Signature: _____
UNC Instructor

COUNSELING PROCEDURE FOR PROFESSIONAL AND/OR ACADEMIC STUDENT TEACHING ADVISING

The procedure outlined below is followed when there is a concern about professional and/or academic student teacher's behavior in the Elementary PTEP. Written documentation by UNC Consultant and school principal and/or partner teacher is critical from the initial verbal concern through subsequent conflict resolution action. Written documentation should be maintained in personal professional logs and on the UNC Disciplinary Procedure Forms described below. The student teacher is also encouraged to keep a written journal of the events.

1. If the UNC consultant or school personnel have a concern about the professional and/or academic behavior(s) of a student teacher, the UNC consultant is informed immediately. The UNC consultant will determine whether the nature of the concern(s) warrants immediate UNC College of Education and Behavioral Sciences disciplinary action or whether Elementary PTEP disciplinary procedures should be followed. If Elementary PTEP disciplinary procedures are followed, the UNC consultant records the concern on the "Concern Form" and verbally informs the student teacher of the initial concern(s). The school personnel may be involved in informing the student teacher at the discretion of the personnel and UNC consultant. School personnel and UNC consultant must record the concern(s) and actions taken in personal logs. The original copy of the "Concern Form" is placed in the student teacher's assessment file in McKee 216. A copy of the form is given to the student teacher.
2. If the concern(s) occurs more than once, the student teacher will engage in a conference with the UNC consultant (may include school principal, site coordinator, and/or cooperating teacher) for the purpose of developing a plan of action to correct the existing concern(s). The student teacher is involved in a conflict resolution model of problem solving using the "Problem Resolution Action Plan Form". The concern(s) is clearly named, possible solutions are discussed, and a mutually accepted plan of action is developed for resolving the concern(s) with a timeline for checking progress towards the final goal(s). The UNC Elementary PTEP Coordinator is informed of the action plan and the original form is placed in the student teacher's assessment file in McKee 216. A copy of the form is given to the student teacher. If there is no significant evidence of progress by a mutually established date(s) for subsequent performance reviews, discontinuance in the program may be recommended in a written document. The student teacher will also be informed in writing of the basis of the recommendation for discontinuance. Copies of this written document will be sent to the Elementary PTEP Coordinator. Discontinuance is subject to due process and all university policies and procedures as outlined in the *Student Rights and Responsibilities Referral Guide* available in the Office of Student Affairs (351-2303).

PROBLEM RESOLUTION ACTION PLAN

TEACHER CANDIDATE'S NAME: _____

DATE: _____ STUDENT ID NUMBER: _____

Statement of the concern/problem(s): _____

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

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

Dates the Action Plan will be reviewed: _____

Final date for Problem Resolution: _____

Signature: _____

BLOCK I Instructor

Signature(s): _____

Partner Teacher, Site Coordinator, and/or Principal

Signature: _____

Teacher Candidate

A copy of this form is given to the teacher candidate. The original form is placed in the teacher candidate's assessment file in the Elementary Professional Teacher Education Office. If there is no significant evidence of progress by a mutually established date(s), discontinuance in the program may be recommended.

ASSESSMENT OF PERFORMANCE-BASED STANDARDS

The Performance-Based Standards for Colorado Teachers explicate the knowledge, skills, and performances that teacher candidates must possess to be recommended for licensure. Teacher candidates' competency in meeting these standards progress from a basic level that reflects performance that is more accomplished. The procedure employed to assess candidates' performance on the state performance standards includes two steps.

- A variety of performance rubrics for individual standards and standard elements delineates criteria for each of four levels of performance: Basic, Developing, Proficient, and Advanced. Teacher candidates must demonstrate competency for each standard at the Proficient level by the end of the culminating student teaching experience (Block II). The previous program rubric is being revised in order to align with the new Performance-Based Standards for Colorado Teachers. The performance rubrics will be completed by the university instructor, the partner teacher, and the teacher candidate during and at the end of the early field experience and both student teaching blocks. Based on the results of the evaluation, new goals for further learning and performance will be jointly established by the participating parties.
- Teacher candidates must demonstrate that they have achieved each of the performance standards at a proficient or advanced level. Documentation of these accomplishments will include multiple indicators from such bodies of evidence as work samples, case studies, audio and video taped analyses, and critical reflective problem-solving journals. In addition, on an ongoing basis, university instructors and partner teachers complete written reports of observations of lessons conducted by candidates. These reports provide further evidence of teacher candidates' professional knowledge, skills, dispositions, and performances. University instructors also assist candidates with continued development of their standards-based portfolios including help with selecting and presenting evidence to demonstrate how candidates have met the standards.