

UNIVERSITY of
NORTHERN COLORADO



EDEL 602
Practicum Handbook

Elementary Education
Post-Baccalaureate
Licensure Program

School of Teacher Education

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Table of Contents

Title Page	1
Table of Contents	2
Initial Licensure Information	3
Mission Statement	3
Program Philosophy	3
Program Competencies	4
Program Implementation	5
Program Coursework	5
Suggested Practicum Experiences	5
Syllabus	7
Required Text and Suggested Readings	11
Course Requirements	12
Additional Information	13
Iwebfolio Information	14
Reflective Journal Information	18
Information for cooperating teachers regarding credit at UNC	21
Forms	
Lesson Observation form	22
Final Evaluation	23
Concern Form	24
Self Evaluation of Lesson	25
Hourly Log	26



POST BACCALAUREATE LICENSURE PROGRAM IN ELEMENTARY EDUCATION

Initial Licensure

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



Mission Statement

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

Program Philosophy

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

Eight philosophical beliefs guide our preparation of teacher candidates:

1. Effective elementary teachers must have a strong foundation in the content they teach, including mathematics, science, social studies, and literacy. Post Baccalaureate teacher candidates have a broad liberal arts background as well as depth pedagogical background.
2. The preparation of elementary education initial licensure candidates must be based on a shared commitment of all faculty involved, including those in the Colleges of Education, Arts and Sciences, Health and Human Sciences, and Performing and Visual Arts, as well as our colleagues in Host Schools.
3. An effective teacher education program must involve Host Schools that: a) provide an exemplary education for all elementary students; b) regularly engage teachers in



- professional development, c) support inquiry that advances knowledge of teaching and learning; and d) provide clinical settings for future educators.
4. Effective teacher candidates must be knowledgeable and skilled in: a) using technology as a tool to support student learning; b) designing, implementing, and interpreting the results of multiple methods of assessing student learning; c) aligning teaching strategies and assessment methods with student knowledge and performance standards; and d) addressing the needs of diverse groups of students.
 5. Design and implementation of the program must be based on rigorous state, national and professional organization standards and effective formative as well as summative performance-based assessment. The teaching success of teacher candidates is linked to elementary students' learning.
 6. Teacher candidates progress along a developmental teaching continuum from basic understanding to acquiring proficient beginning educator knowledge and performances.
 7. Teacher candidates must have extensive and diverse supervised field experiences where they can connect knowledge of subject matter with educational theory and practice.
 8. Teacher candidates must be prepared to initiate, mediate, and respond to the complexities of the change process in education. Capacities for personal vision building, deliberate inquiry, initiating and sustaining purposeful action and collaboration allow teacher candidates to participate as education change agents.

Program Competencies

Teacher candidates who successfully complete the program will be able to:

- Demonstrate substantive and well-grounded knowledge of content related to literacy, reading, writing, and mathematics, and use this knowledge to design, implement, and assess effective integrated learning experiences for students.
- Use technology effectively to support instruction, assess student learning, and advance students' technological literacy.
- Demonstrate respect for cultural diversity and individual differences, and recognize the entire continuum of students' individual strengths to design and adapt curriculum to address this diversity.
- Identify, organize, and employ a variety of assessment strategies to plan, implement, and mediate data-driven instruction.
- Identify, organize, and manage instructional strategies and learning environments which support every student's intellectual, social, emotional, physical, and self-expressive development.
- Utilize content knowledge from a broad range of disciplines to inform the integrated design, implementation, and assessment of student learning.
- Promote students' understanding and appreciation of democratic ideals by articulating, modeling, and reinforcing underlying democratic principles and beliefs including respect for the rights of others and concern for attaining a common good.
- Articulate personal beliefs about and commitment to the educational enterprise and to teaching as a career, and demonstrate professional dispositions that embody this commitment.



- Develop a personal intellectual structure that supports inquiry, learning, teaching, and reflective problem solving.
- Demonstrate by one's conduct and professional demeanor respect for the profession, dedication to educational excellence, and commitment to upholding our professional standards and ethical codes.



Program Implementation

The Post Baccalaureate Licensure Program in Elementary Education provides graduate-level students with opportunities to complete the licensure process in three consecutive semesters. To accomplish this, however, applicants must commit themselves to attending school full-time for three semesters. Students enter the program once a year, in the summer (early May or June), and complete all course work and student teaching by the following spring semester. Courses are clustered in a specific sequence and offered only once during the three semesters. In most cases, courses are offered at the graduate level and have a strong practical experience base to them, providing teacher candidates with opportunities to learn theory and obtain practice in the various subject areas that comprise the elementary school curriculum.

Post Baccalaureate Licensure Program in Elementary Education

Listed below are the courses required of all Post Baccalaureate teacher candidates:

- EDF 500: Conceptions of Schooling - a foundational course that focuses on teaching the knowledge and skills needed to sustain and enrich our democracy
- CH 303: Community Health in the Elementary School
- EDEL 520: Effective Instruction in Elementary School Mathematics
- EDEL 525: Integrated Methods: Art, Music, and Physical Education
- EDEL 540: Effective Instruction in Elementary School English / Language Arts
- EDEL 544: Full semester (16 weeks) of Student Teaching and Capstone Seminar.
- EDEL 550: Effective Instruction in Elementary School Social Studies
- EDEL 602: Practicum in Elementary Education (225 contact hours)
- EDFE 125: PTEP Admission
- EDFE 130: Student Teaching Application
- EDRD 510: Achieving Effective Instruction in Developmental Reading
- EDRD 511: Elementary Reading Diagnosis and Individualization
- EDSE 430: Exceptional Students in the Elementary Classroom
- ET 501: Introduction to Applications in Educational Technology
- PSY 347: Educational Psychology for the Elementary Grades
- SCED 570: Effective Instruction in Elementary School Science

Suggested Practicum Experiences

Try to engage in as many different experiences as you can during your limited time in the schools. The following activities will further your professional development by giving you valuable experiences to reflect upon as a teacher.

1. Create an “interactive bulletin board” or “learning center” that helps students achieve one or more of the Colorado Model Content Standards. Construct your bulletin board or learning center. Consult with your cooperating teacher about a possible theme, topic, and subject matter to address, current event or curriculum, etc.



2. Take attendance/lunch count, make announcements and class reminders, and if appropriate, learn how to conduct “morning opening” lessons.
3. Observe and help your teacher with a class newsletter; write a personal narrative for the newsletter introducing yourself to parents.
4. Give directions for a learning activity.
5. Help with a field trip, a fundraiser, book fair, or other “special” activities.
6. 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.
7. Accompany teacher on her / his duties around the school, such a lunch, bus, and recess duty.
8. Read staff memos.
9. Become familiar with the school’s report card format.
10. Read to the class.
11. Tutor individual students.
12. Administer spelling and/or other tests.
13. Attend a session on computer software with Media Specialist.
14. Review the district’s curriculum scope and sequence.
15. Teach a small group in reading or math.
16. Teach a whole group lesson you have prepared in your methods courses.



Syllabus
UNIVERSITY OF NORTHERN COLORADO
EDEL 602: Practicum in Elementary Education
Post Baccalaureate Licensure Program

Course Description:

The purpose of this Practicum is to provide prospective elementary-school teachers with opportunities to work with children and experienced teachers. Teacher candidates observe, discuss, and reflect on classroom routines and procedures with their cooperating teachers, as well as gain practice instructing and assessing children's learning. Practicum experiences are designed to develop teacher candidates' competence relative to the eight Performance-Based Standards for Colorado Teachers and to help children meet or exceed expectations for learning as specified in the Colorado Model Content Standards.

Course Goals for the EDEL 602 Practicum:

Standard One: Knowledge of Literacy: The teacher shall be knowledgeable about student literacy development in reading, writing, speaking, viewing, and listening by demonstrating the ability to:

1. 1.1 Plan and organize reading instruction based on ongoing assessment.
2. 1.2 Develop phonological and linguistic skills related to reading including:
 - Phonemic awareness.
 - Concepts about print.
 - Systematic, explicit phonics.
 - Other word identification strategies.
 - Spelling instruction.
3. 1.3 Develop reading comprehension and promotion of independent reading:
 - Comprehension strategies for a variety of genre.
 - Literary response and analysis.
 - Content area literacy.
 - Student independent reading.
4. 1.4 Support reading through oral and written language development including:
 - Development of oral English proficiency in students.
 - Development of sound writing practices in students including language usage, punctuation, capitalization, sentence structure, and spelling.
 - The relationships among reading, writing, and oral language.
 - Vocabulary development.
 - The structure of Standard English.
 - a. Utilize Colorado Model Content Standards in Reading and Writing for the improvement of instruction.

Standard Two: Knowledge of Mathematics: The teacher shall be knowledgeable about mathematics and mathematics instruction by demonstrating the ability to:

1. 2.1 Develop in students an understanding and use of:
 - Number systems and number sense



- Geometry
- Measurement
- Statistics and probability
- Functions and use of variables

2. 2.2 Utilize Colorado Model Content Standards in Mathematics for the improvement of instruction.



Standard Three: Knowledge of Standards and Assessment: The teacher shall be knowledgeable about strategies, planning practices, assessment techniques, and appropriate accommodations to ensure student learning in a standards-based curriculum by demonstrating the ability to:

1. 3.1 Design short and long-range standards-based instructional plans.
2. 3.2 Develop valid and reliable assessment tools for the classroom.
3. 3.3 Develop and utilize a variety of informal and formal assessments, including rubrics.
4. 3.4 Assess, compare and contrast the effects of various teaching strategies on individual student performance relative to content standards.
5. 3.5 Use assessment data as a basis for standards-based instruction.
6. 3.6 Provide effective verbal and written feedback that shape improvement in student performance on content standards.
7. 3.7 Prepare students for the Colorado Student Assessment Program (CSAP), Third Grade Literacy Assessment, and other assessments of educational achievement.
8. 3.8 Ensure that instruction is consistent with school district priorities and goals, the Colorado Model Content Standards, and the 1999 Colorado Accreditation Program.

Standard Four: Knowledge of Content: The elementary teacher is knowledgeable, in addition to literacy and mathematics in the following content areas: civics, economics, foreign language, geography, history, science, music, visual arts, and physical education by demonstrating the ability to:

1. 4.1 Utilize content knowledge to ensure student learning.
2. 4.2 Enhance content instruction through a thorough understanding of all Colorado model content standards.
3. 4.3 Apply expert content knowledge to enrich and extend student learning.
4. 4.4 Integrate literacy and mathematics into content area instruction.

Standard Five: Knowledge of Classroom and Instructional Management: The teacher is knowledgeable about classroom practice in order to successfully manage time, communications, and record keeping procedures that will support and enhance student learning by demonstrating the ability to:

1. 5.1 Create a learning environment characterized by acceptable student behavior, efficient use of time, and disciplined acquisition of knowledge, skills, and understanding.
2. 5.2 Apply sound disciplinary practices in the classroom.
3. 5.3 Apply appropriate intervention strategies and practices to ensure a successful learning environment.
4. 5.4 Raise the academic performance level of a group of students, over time, to a higher level.



5. 5.5 Understand the cognitive processes associated with various kinds of learning (e.g. critical and creative thinking, problem structuring and problem solving, invention, memorization and recall) and ensure attention to these learning processes so that students can master content standards.
1. 5.6 Work in cooperation with library media and other resource specialists in providing student instruction on how to access, retrieve, analyze, synthesize and evaluate information, and integrate these information literacy skills into the curriculum to accomplish standards-based learning activities.
2. 5.7 Accurately document and report ongoing student achievement.
3. 5.8 Communicate with parents and guardians effectively in order to involve them as participants and partners in student learning.
4. 5.9 Communicate a variety of assessment results, and their implications to students, parents, guardians, professionals, administrators, and the community.

Standard Six: Knowledge of Individualization of Instruction: The teacher is responsive to the needs and experiences children bring to the classroom, including those based on culture, community, ethnicity, economics, linguistics, and innate learning abilities. The teacher is knowledgeable about learning exceptionalities and conditions that affect the rate and extent of student learning, and is able to adapt instruction for all learners by demonstrating the ability to:

1. 6.1 Employ a wide range of teaching techniques to match the intellectual, emotional, and social level of each student, and choose alternative teaching strategies and materials to achieve different curricular purposes.
2. 6.2 Design and/or modify standards-based instruction in response to diagnosed student needs, including the needs of exceptional learners and English language learners.
3. 6.3 Utilize his/her understanding of educational disabilities and giftedness and their effects on student learning in order to individualize instruction for these students.
4. 6.4 Teach students within the scope of a teacher's legal responsibilities and students' educational rights, and follow procedures as specified in state, federal and local statutes.
5. 6.5 Develop and apply individualized education plans.
6. 6.6 Collect data on individual student achievement and be accountable for each child's learning.
7. 6.7 Use specific knowledge of student medical conditions and medications and their possible effects on student learning and behavior.

Standard Seven: Knowledge of Technology: The teacher is skilled in technology and is knowledgeable about using technology to support instruction and enhance student learning by demonstrating the ability to:

1. 7.1 Apply technology to the delivery of standards-based instruction.
2. 7.2 Use technology to increase student achievement.
3. 7.3 Utilize technology to manage and communicate information.
4. 7.4 Apply technology to data-driven assessments of learning.
5. 7.5 Instruct students in basic technology skills.



Standard Eight: Democracy, Educational Governance and Careers in Teaching: The teacher recognizes the school's role in teaching and perpetuating our democratic system. The teacher knows the relationships among the various governmental entities that create laws, rules, regulations, and policies that determine educational practices by demonstrating the ability to:

1. 8.1 Model and articulate the democratic ideal to students, including:
 - The school's role in developing productive citizens.
 - The school's role in teaching and perpetuating the principles of a democratic republic
2. 8.2 Develop, on the part of the students, positive behavior and respect for the rights of others, and those moral standards necessary for personal, family and community well-being.
3. 8.3 Understand and respond to influences on educational practice including:
 - Federal and state constitutional provisions.
 - Federal executive, legislative and legal influences.
 - State roles of the governor, legislature and State Board of Education.
 - Local school districts, boards of education and boards of cooperative educational services.
 - Non-traditional and non-public schools, including: charter schools, religious schools and home schooling.
 - Public sector input from business, advocacy groups, and the public.
4. 8.4 Promote teaching as a worthy career and describe various career paths in education, including local, state, national, and international options, higher education, public and private education.
5. 8.5 Evaluate his/her own performance and access the professional development options necessary to improve that performance.

Additional UNC Performance Standards 9 and 10:

Standard Nine - Diversity: The teacher candidate creates an inclusive learning environment for all students by drawing upon representations from students' experiences, knowledge, and beliefs.

1. 9.1 Recognize and understand how students differ from one another.
2. 9.2 Create a classroom setting that supports diversity by providing appropriate learning opportunities for individuals with diverse backgrounds, experiences, abilities, values, and perspectives.
3. 9.3 Develop and select curriculum and resources which enhance learning to meet the needs of all learners.

Standard Ten - Professionalism: The teacher candidate conducts him/herself in a professional manner.

1. 10.1 Communicate respect, sensitivity, and caring toward students, colleagues, parents, and the community.
2. 10.2 Demonstrates appropriate professional behavior including dress, demeanor, and initiative.
3. 10.3 Understand and apply legal and ethical practices of teaching.
4. 10.4 Demonstrate an understanding of school reform issues.



Required Text:

Rubenstein, G. (1999). *Reluctant Disciplinarian*. Fort Collins, Colo.: Cottonwood Press, c1999.

Rethinking Schools (2004). *The New Teacher Book*. Milwaukee, WI.: Rethinking Schools, C 2004.

Suggested Readings:

Bosch, K.A., & Kersey, K.C. (1994). *The first year teacher: Teaching with confidence (K-8)*. NEA Professional Library, Washington D.C.

Cohen, E. (1994). *Designing group work: Strategies for the heterogeneous classroom*. New York: Teachers College Press.

Cooper, J.M. (1990). *Classroom Teaching Skills*. Lexington, MA:D.C. Heath.

Cooper, J.M. (1995). *Teachers' Problem Solving*. Boston: Allyn & Bacon.

DeVito, A., Krockover, G., & Steele, K. (1993). *Creative Teaching, a Practical Approach*. New York: Harper Collins.

Evertson, C.M., Emmer, E.T., Clements, B.S., & Worsham, M.E. (1994). *Classroom Management for Elementary Teachers*. Boston: Allyn & Bacon.

Frazee, B. & Rudnitski, R. (1995). *Integrated Teaching Methods*. New York: Delmar Publishers.

Hoover, R. & Kindsvatter, R. (1997). *Democratic discipline: Foundation and practice*. Columbus, Ohio: Merrill / Prentice Hall.

Jones, V.F. & Jones, L.S. (1995). *Comprehensive classroom management: Creating positive learning environments for all students*. Boston: Allyn & Bacon.

Joyce, B. & Weil, M. (1996). *Models of Teaching*. Boston: Allyn & Bacon.

Kidder, T. (1989). *Among School Children*. Avon Books: Houghton Mifflin.

Paley, V.G. (1992). *You can't say you can't play*. Harvard University Press.

Shalaway, Linda (1998). *Learning to teach...not just for beginners*. Scholastic Books.

Starko, A. & Schack, G. (1992). *Looking for data in all the right places: A guidebook for conducting original research with young investigators*. Connecticut: Creative Learning Press.

Sharan, Y. & Sharan, S. (1992). *Expanding cooperative learning through group investigation*. New York: Teachers College Press.



Walmsley, S. (1994). *Children exploring their world*. Portsmouth NH: Heineman. (A book about creating thematic units, grades K-6).

Course Requirements for the EDEL 602 Practicum:

1. Maintain a Reflective Journal. Guidelines for writing reflective journal entries are contained in this handbook. Provide at least one entry every two weeks for your University Consultant during your practicum assignment. **(70 points for all 7).**
2. Shadow your cooperating teacher for one full day and write “A Day in the Life of a Teacher” reflection. This counts as one journal entry and should be e-mailed to your consultant in the first month of your practicum. Guidelines for the assignment are contained in this handbook **(30 points)**.
3. Start to organize your on-line Professional Teacher Portfolio in order to document your professional growth and development in keeping with the eight Performance Based Standards for Colorado Teachers -- and the two additional UNC Performance Standards (nine and ten) that address “Diversity” and “Professionalism” **(50 points for draft)**.
4. Start to develop your Integrated Thematic Units. If you are not completing your Practicum at the grade level at which you intend to student teach, make arrangements with your cooperating teacher to visit and observe children and teachers at the grade level you do intend to student teach. Do this to discover what, for example, third graders are able to do and what reasonable expectations are for them relative to the Colorado Model Content Standards included in your unit. Talk to these teachers and seek their advice and materials for your unit. Turn in a general Web or outline showing your ideas at the final practicum meeting **(50 points)**.
5. Plan and teach at least TWO lessons to a small group of students or the whole class. Ask your cooperating teacher to complete an evaluation form (provided for them in this Handbook) for each of these two lessons. You will need to write (type) a formal lesson plan for the lesson and complete a “Self-Evaluation of Lesson” form, included in this handbook. Your University Consultant will also do one formal evaluation. **Place these documents in a safe place and provide a copy of these for your consultant to collect by the end of the semester.**
6. Take responsibility for getting the Final Evaluation of your EDEL 602 Practicum experience completed by your cooperating teacher, attend all 15 hours of meetings at UNC, and complete a minimum of 225 hours of field experience during the Practicum. **Give the completed “Final Evaluation” and completed “Field Experience Documentation Log” (both of which must be signed by you and your Cooperating Teacher) to your University Consultant at the end of the semester.**



Additional Information:

Attendance at your Host School and all 15 hours of seminar is MANDATORY! If you miss a day in your Host School, or part of a day, you must make this time up at the convenience of your cooperating teacher. Always keep your cooperating teacher informed if you are not going to be in his or her classroom when you are expected.



FAILURE to participate in your Host School for the minimum required 225 hours during the semester will result in dismissal from the Post Baccalaureate Program. Follow the same rules of professional conduct, ethics, and dress as are deemed appropriate by your Host School Faculty.

Your letter grade for this course will be determined as a percent of the 200 points possible for the “Day in the Life of a Teacher Reflection,” “Reflective Journal,” “Professional Teacher Portfolio” , “Integrated Thematic Unit: A Teacher Work Sample” (draft), and attendance of seminar meetings with the stipulation that you also receive a satisfactory Final Evaluation from your cooperating teacher: 93-100 percent = A, 82-92 percent = B, 70-81 percent = C.

Final Important Note: UNC and Host School faculty reserve the right to justly and fairly review the teacher candidate’s performance as the Practicum progresses. If concerns arise about the teacher candidate's performance and/or professionalism, an individual conference will be scheduled with the teacher candidate, cooperating teacher, and Program Coordinator for the purpose of developing a plan of action that recommends essential changes in professional attitudes and/or behaviors. If there is no significant evidence of progress by a mutually agreed upon date(s) for subsequent performance reviews, discontinuance in the Post Baccalaureate Licensure Program may be recommended by the Coordinator to the Elementary Department Chairpersons in a written document. The student will also be informed in writing of the basis of the recommendation for discontinuance. Discontinuance is subject to due process and all university policies and procedures.

Forms:

All forms at the conclusion of this handbook may be found online at www.uncpostbac.com.



UNIVERSITY OF NORTHERN COLORADO
Elementary Electronic On-Line Teacher Portfolio
Portfolio Format and Organizational Guidelines
Iwebfolio

WHY SHOULD I DEVELOP A TEACHING PORTFOLIO? Developing and maintaining a professional teaching portfolio will enable you to document and reflect on the process of your own professional growth and development as an elementary school teacher in relation to the "Performance-Based Standards for Colorado Teachers" (i.e., "PBSCT").

WHAT SHOULD MY PORTFOLIO LOOK LIKE IN TERMS OF ITS CONTENT AND FORMAT? Include the following four components as indicated in the template in iWebfolio:

1. TABLE OF CONTENTS: Keep it simple. Page numbers are not necessary; however, you should list your artifacts and reflections by their title under each of the ten PBSCT.

2. PHILOSOPHY OF EDUCATION:

- Address BIG issues in education; when in doubt, refer to the state standards and Elementary PTEP program outcomes; describe how you plan to implement these standards / outcomes in the classroom with children;
- Portfolio artifacts and accompanying reflections should be consistent with your philosophy of education, PBSCT, and Elementary PTEP program outcomes.

3. TEACHING ARTIFACTS AND REFLECTIONS: Each artifact needs to be included in iWebfolio with documents, photographs, lesson plans, student projects, etc.

HOW SHOULD I REFLECT ON PORTFOLIO ARTIFACTS? Use three paragraphs as suggested on your directions for iWebfolio.

- First paragraph - explain why you placed the artifact in this particular section of your portfolio; for example, why did you place a lesson plan in the section, "Knowledge of Individualization of Instruction"? How does this artifact/performance demonstrate that you have made progress toward meeting this standard?
- Second paragraph - what meaning does this artifact / activity have relative to effective teaching and learning in the elementary school? Why should any good teacher create or use this artifact, technique, practice, material, etc. to promote student learning?
- Third paragraph - how will you adapt or use this artifact, technique, practice, material, etc. in your own classroom and for a particular grade level to motivate student learning? Here is where you should reflect critically on the artifact in order to render it appropriate for your needs and the grade level of your interest.



Standard One: Knowledge of Literacy: I am knowledgeable about student literacy development in reading, writing, speaking, viewing, and listening.

Standard Two: Knowledge of Mathematics: I am knowledgeable about mathematics and mathematics instruction.

Standard Three: Knowledge of Standards and Assessment: I am knowledgeable about strategies, planning practices, assessment techniques, and appropriate accommodations to ensure student learning in a standards-based curriculum.

Standard Four: Knowledge of Content: I am knowledgeable, in addition to literacy and mathematics, in the following content areas: civics, economics, geography, history, science, music, visual arts, and physical education.

Standard Five: Knowledge of Classroom and Instructional Management: I am knowledgeable about classroom practice in order to successfully manage time, communications, and record keeping procedures that will support and enhance student learning.

Standard Six: Knowledge of Individualization of Instruction: I am responsive to the needs and experiences that children bring to the classroom, including those based on culture, community, ethnicity, economics, linguistics, and innate learning abilities. I am also knowledgeable about learning exceptionalities and conditions that affect the rate and extent of student learning, and am able to adapt instruction for all learners.

Standard Seven: Knowledge of Technology: I am skilled in technology and knowledgeable about using technology to support instruction and enhance student learning.

Standard Eight: Democracy, Educational Governance and Careers in Teaching: I recognize the school's role in teaching and improving our democratic system. I know about the relationships among the various governmental entities that create laws, rules, regulations, and policies that determine educational practices.

Standard Nine - Diversity: I strive to create an inclusive learning environment for all of my students by drawing upon representations from students' prior experiences, knowledge, and beliefs.

Standard Ten - Professionalism: I always conduct myself in a professional manner.

“Upon completion of practicum you should have one teaching artifact and one...reflection in 5 of the 10 PBSCT sections...”



4. GOALS FOR PROFESSIONAL DEVELOPMENT:

- Simply list here what you want to do and learn in the future to become a more effective teacher; for example, “I want to learn how to speak Spanish.”

GENERAL GUIDELINES AND SUGGESTIONS:

For each artifact placed in your Teaching Portfolio, ask yourself: “Why am I including this artifact and reflecting on it in my portfolio – how does it help me document my professional growth and development as a teacher relative to the PBSCT? Some suggestions to consider as you develop your portfolio are:

Double space your written reflections and give them a title. Use a relatively large, easy-to-read font (14 point), and make sure your grammar, punctuation, and spelling are **PERFECT**. Use spelling and grammar check on each page.

You should be able to reflect “aloud” as well as “in writing” about **EVERY** item in your portfolio – including documents, lesson plans, examples of children’s work, drawings, pictures, photographs, works of art, etc. During a “face-to-face” interview be prepared to reflect “spontaneously” on each item in your portfolio; you don’t want to have to read your reflections to an interviewer.

I would include at least one “lesson plan” and one “unit plan”. The “lesson plan” should show others that you are knowledgeable and prepared to teach and assess students’ skills and knowledge as defined by the Colorado Model Content Standards. Be prepared to explain how you would assess student learning using specific *preassessment, formative assessment, and summative assessment* techniques.

The “unit plan” should demonstrate to others that you are able to create and teach a long-term unit of study that is thematic in nature and meaningfully integrated around several subject areas – such as mathematics, social studies, language arts, science, and so on. Remember that you want to “teach for understanding” in the disciplinary sense; that is, get your students to think like a “writer,” a “geographer,” “a journalist,” or an “artist”? You do not need to include your entire work sample unit, but perhaps a concept map of your unit that provides a comprehensive overview would be appropriate.

I would include some documentation indicating that you are a “lifelong learner” – for example, by attending professional conferences or school district workshops for the purpose of bumping up your content and pedagogical knowledge. Once again, be prepared to reflect on these artifacts in terms of the qualities that make for effective teaching. If you attended a workshop on “cooperative learning,” for example, be prepared to explain to the interviewer what you learned during that workshop and how you would apply what was learned to your own teaching.

- Include any activity, project, or plan that you are particularly proud of accomplishing with your students – including evidence of student learning and successful classroom management.
- Include an unofficial TRANSCRIPT of college coursework that indicates the grades you received for specific courses and your cumulative GPA.



- Be prepared to discuss how you plan to accommodate “diversity” in your classroom, how you plan to “individualize instruction and assessment” for learners with special needs, and what arrangements you will make to encourage parent involvement in the process of educating students. Remember that by "diversity" we do not just mean children with special needs, but also those students for whom English is a second language, children from a variety of socioeconomic backgrounds and those with different family structures.





REFLECTIVE JOURNAL GUIDELINES

Each teacher candidate enrolled in the Elementary Education Post-Baccalaureate Licensure Program expected to complete a field-based reflective journal entry for every two weeks of observation/participation completed in his or her elementary classroom. Seven total reflections are required. There is no reflection required for the final two weeks of class. See the next page for required format.

No one comes to teaching with an empty mind. Each has ideas and beliefs about what teaching involves and how effectiveness as a teacher can be described. These ideas and beliefs can be explored through “journaling.” Through writing about our thoughts, feelings, and experiences, we become more aware of the perspectives and viewpoints from which we operate. This awareness can help us become more sensitive and provide useful feedback as we reflect upon and modify our teaching practices and stances.

“Reflection” goes beyond “description” to the point of questioning and thinking about what you are see, hear, and experience in relation to your own life and teaching experiences, your reading and course work, and recent theory and research in education. As examples, you might reflect on issues pertaining to classroom management, how the Colorado Model Content Standards drive assessment which, in turn, drives instruction, and/or how teachers individualize instruction for students. There are no mandatory topics that you must reflect on; rather, select aspects of classroom life that you find interesting and challenging as a prospective teacher. Refer to the Performance Based Standards for Colorado Teachers for additional concepts and performances to observe and reflect upon.



“DAY IN THE LIFE OF A TEACHER REFLECTION PAPER”

This assignment should be completed as early as possible in the Student Teaching. Shadow your Cooperating Teacher for an entire day and keep a timed LOG describing what she or he does in naturally occurring intervals throughout the day. The log should begin before students arrive in the classroom and end when your Cooperating teacher leaves the building at the end of the day. You complete a log and then write the description paragraph and reflection paragraph as listed below.

DESCRIPTION - Describe your Cooperating Teacher’s job responsibilities. For example, what preparations must be made for the arrival of students? Are there meetings to attend? When do teachers research and plan lessons? How do they go about designing instruction and assessment? What guidelines do they follow? How do they bump-up their own content knowledge in preparation for teaching?

REFLECTION - Now, reflect on this day in the life of your teacher. What are the qualities of an effective teacher? What concerns and questions did this experience raise for you? This assignment should not exceed three pages for the log, description, and reflection. This assignment “counts” as one full journal entry.



The Student Teacher Reflective Journal

Format and Content

Teacher candidate's name:

Date of journal entry:

Grade level placement:

Cooperating teacher's name:

Name of School:



Type of activity or observation:

Descriptions and reflections:

Lengthy descriptions should be avoided. Instead entries should be “reflective” in nature and focus on your thoughts and ideas. Remember 1/3 should be the “what happened” and 2/3 should be your reflection.

Journal entries will be due to your university consultant at the end of every other week. They will be read and returned by your university consultant at their earliest convenience.

Journal ideas:

Briefly describe:

- What you did
- What you said
- What you felt about
- Your Perceptions about
- What you had questions about and why
- What you learned
- What you might do differently and why
- What you might do the same and why

*The importance of your journal is the reflection **not** the description.*



Regarding Credit for Cooperating Teachers:

Please see <http://www.unco.edu/cebs/teachered/ct.html> and follow the link and directions for filling out the registration form.

If you have any questions, please contact Jonathan Shaw at jonathan.shaw@unco.edu or by phone at 970-351-2897.

Thank you for all you do for UNC!





Lesson Observation Form for Elementary Teacher Candidates

To be completed by the Cooperating teacher

Teacher Candidate _____ Grade _____

Date _____ School _____

Cooperating 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 _____ Signature _____
Cooperating Teacher Teacher Candidate



EDEL 602
Final Evaluation



School: _____

Cooperating Teacher's signature: _____

Teacher Candidate's signature: _____

Date: _____ Grade Level: _____

Signature: _____
UNC Faculty or Cooperating Teacher

Signature: _____
Post-Baccalaureate Program Coordinator

Signature: _____
Teacher Candidate



UNC ELEMENTARY PTEP CONCERN FORM

TEACHER CANDIDATE'S NAME:

DATE: _____

STUDENT ID NUMBER: _____

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

Signature: _____
Cooperating Teacher

Signature: _____
UNC Faculty

Signature: _____
Post-Baccalaureate Program Coordinator

Signature: _____
Teacher Candidate

A copy of this form is given to the teacher candidate. The original form is placed in the Teacher Candidate's assessment file in the School of Teacher Education Office.



Self Evaluation of Lesson

Teacher

Candidate: _____

Cooperating Teacher _____

Grade Level: _____

Subject Area Taught: _____

Date _____

DIRECTIONS: For two lessons you teach during practicum, complete this self-evaluation form.

1. What went well in the lesson? Why? What specific strategies helped pupils to be successful?

2. What in the lesson did not go well? Why?

3. What would/could be done differently next time? Why?

4. What kinds of instructional decisions were made during the teaching of the lesson? Were they appropriate? Why?

Teacher Candidate

University Consultant

