**University of Northern Colorado**

**Student Teaching Handbook**

**EDEL 454**

**Elementary Education**

**Spring Semester 2022**



**Sections 070 & 077**

**Elementary Student Teaching – 12 credits**

**Professor: Kim L. Creasy, Ph.D.**

UNC Teacher Candidates, UNC Supervisors, and Mentor Teachers

Elementary Professional Teacher Education Program

**COLORADO TEACHER QUALITY STANDARDS**

**QUALITY STANDARD I**

Students have the greatest chance to succeed when their teachers receive meaningful feedback and are supported in their efforts to continuously improve their craft. Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages).

ELEMENT A: Teachers provide instruction that is aligned with the Colorado Academic Standards and their district's organized plan of instruction.

ELEMENT B: Teachers develop and implement lessons that connect to a variety of content areas/disciplines and emphasize literacy and mathematics.

ELEMENT C: Teachers demonstrate knowledge of the content, central concepts, inquiry, appropriate evidence-based instructional practices, and specialized characteristics of the disciplines being taught.

**QUALITY STANDARD II**

Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.

ELEMENT A: Teachers foster a predictable learning environment characterized by acceptable student behavior and efficient use of time in which each student has a positive, nurturing relationship with caring adults and peers.

ELEMENT B: Teachers demonstrate an awareness of, a commitment to, and respect for multiple aspects of diversity, while working toward common goals as a community of learners.

ELEMENT C: Teachers engage students as individuals, including those with diverse needs and interests, across a range of ability levels by adapting their teaching for the benefit of all students.

ELEMENT D: Teachers work collaboratively with the families and/or significant adults for the benefit of students.

**QUALITY STANDARD III**

Teachers plan and deliver effective instruction and create an environment that facilitates learning for students.

ELEMENT A: Teachers demonstrate knowledge about the ways in which learning takes place, including the levels of intellectual, physical, social, and emotional development of their students.

ELEMENT B: Teachers use formal and informal methods to assess student learning, provide feedback, and use results to inform planning and instruction.

ELEMENT C: Teachers integrate and utilize appropriate available technology to engage students in authentic learning experiences.

ELEMENT D: Teachers establish and communicate high expectations and use processes to support the development of critical-thinking and problem-solving skills.

ELEMENT E: Teachers provide students with opportunities to work in teams and develop leadership.

ELEMENT F: Teachers model and promote effective communication.

**QUALITY STANDARD IV**

Teachers demonstrate professionalism through ethical conduct, reflection, and leadership.

ELEMENT A: Teachers demonstrate high standards for professional conduct.

ELEMENT B: Teachers link professional growth to their professional goals.

ELEMENT C: Teachers are able to respond to a complex, dynamic environment.

ELEMENT D: Teachers demonstrate leadership in the school, the community, and the teaching profession.

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**Teacher Candidates**

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**Classroom Mentors University Supervisors**

**The TRIAD**

The participants in most field experience programs are referred to in professional literature as the “triad.” This triad has been defined as three people who are brought together to work for a common purpose. Titles for participants vary from institution to institution; the STE identifies them as: the teacher candidate, the mentor teacher, and the university supervisor. This relationship is a well-established and accepted arrangement that has existed for years. Its quality and success are inextricably linked to effective communication, knowledge and acceptance of role responsibilities, and the trust that comes when all parties perform according to expectations.

**STUDENT TEACHING INFORMATION**

EDEL 454 COURSE INFORMATION**– Student Teaching** (twelve credit hours) is sixteen weeks of field-based experience in an elementary classroom under the supervision and coordination of a University Supervisor and Mentor Teacher and successful completion of the Capstone Unit of Instruction.

Teacher candidates begin their placement when their Mentor Teacher begins, NOT when the UNC semester classes begin. The final day of student teaching will be April 29th unless there are days to be made up.

EDEL 454 is graded Satisfactory/Unsatisfactory (S/U). To pass the course you must:

* + earn a **minimum of 80% of points available** on capstone unit of instruction;
	+ score **Approaching or Target** on all items on the final Professional Disposition Qualities (PDQ);
	+ score **Proficient, Accomplished, or Exemplary** in all categories of the UNC supervisor’s final FAF;
	+ **pass all categories** on the online Final Evaluation completed by both the Mentor Teacher and the University Supervisor;
	+ **attend seminars** organized by your university supervisor or program coordinator and
	+ **meet all student teacher expectations/requirements** included in this handbook.

**Prerequisites: 3.0 minimum GPA and EDFE 130/Student Teaching Application checkpoint**

**Required Text: none**

##### Course Description

Student teaching is the culmination of the Elementary Professional Teacher Education Program and covers all Colorado Teacher Quality, Colorado Academic, and Elementary Content Standards. Students spend a minimum of 16 full weeks in one elementary classroom, following the calendar of the school of their placement, with no other teacher candidate present. This student teaching experience is designed to help teacher candidates develop a wide array of competencies in the teaching of literacy, mathematics, social studies, and science, including planning, instructing, and assessing students; using appropriate materials, resources and technology; managing and organizing a classroom; relating professionally with others; and applying content knowledge as demonstrated in the capstone unit of instruction.

##### Course Goals

The School of Teacher Education exists to provide quality professional preparation programs for educators in an environment that is inclusive, safe, and committed to equity. In partnership with K-12 schools, faculty members collaborate with teachers and administrators to ensure that future graduates will be:

• representative of the diversity of our nation;

• confident in their knowledge of content and pedagogy;

• able to converse confidently and professionally with parents, administrators, and colleagues;

• scholars and contributing members of the community;

• independent, critical thinkers who make thoughtful decisions; and

• resilient, pragmatic, tough, idealistic, caring, and joyful!

As part of the College of Education and Behavioral Sciences, faculty in the School of Teacher Education contribute to the betterment of society through research, professional service and the preparation of individuals who are skilled lifelong learners capable of working effectively with diverse populations in an evolving global community.

##### Course Objectives

When students have successfully completed this course and all activities, they will be able to:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Objectives | InTASC | CO CO TeacherQuality5.00-5.04 | CELP5.12-5.15 | Elementary Education4.02 | ACEI | Related Assessments |
| 1. Enhance and apply knowledge of content through planning, organizing, managing, and evaluating developmentally appropriate time managed and effective lessons for all pupils. | 4, 5, 7, 8 | 1a, 1b, 1c, 1d, 1e, 1f | 5.12(2) B5.14(1)A | 1a, 1c, 3a, 3b | 2a, 2b, 2c, 2e, 2f, 2g, 2h, 2i, 3a | lesson planning; observations; reflective journaling; capstone unit of instruction |
| 2. Demonstrate instructional and classroom management techniques that facilitate learning in a positive environment. | 2, 3, 5, 8 | 2a, 2f |  | 3a, 3c | 3a, 3b, 3d | lesson planning; observations |
| 3. Assume increasing responsibility toward taking the lead role in planning effective instruction in all areas of the elementary curriculum. | 1, 4, 5, 7, 8 | 1a, 1b, 1c, 1d, 1e, 1f, 3a, 3c, 4a |  | 1a, 1c, 2b | 2i, 3a, 4 | lesson planning; observations |
| 4. Use a reflective decision-making model to identify problematic events and develop alternative plans to better ensure student success. | 9 | 4a, 4b, 4c |  | 1c, 3c, 4b | 5b | reflective journaling |
| 5. Select and use a variety of materials, methods, and technologies to enhance learning for **all** students. | 1, 2, 3, 4, 5, 7 | 1f, 2a, 2b, 2c, 2d, 3a, 3d, 3b, 4a, 4b, 4c | 5.13(1)A5.14(2)B | 1b, 1c, 2b | 2i, 3a3b, 3c, 4 | lesson planning; observation;capstone unit of instruction |
| 6. Use formal and informal assessments to guide teaching and determine students’ needs. | 6 | 3b, 3h | 5.12(2)B5.15(2)B | 1c, 4a, 4b, 4c | 4 | lesson planning; reflective journaling;capstone unit of instruction |
| 7. Use professional communication with colleagues, students and parents.  | 3, 4, 9, 10 | 2e, 3a, 3e, 3h, 5c |  | 2d, 4d | 3c, 3d, 5c | observations |
| 8. Demonstrate appropriate professional demeanor and practices.  | 9, 10 | 3c, 4b, 5a, 5b, 5c, 5d, 6a, 6b |  | 1d | 5a, 5b | observations; reflective journaling;PDQ |
| 9. Demonstrate appreciation and respect for the diversity of students, and include adaptations for English language learners, students with disabilities, students of various cultural backgrounds, and lesson extensions for gifted & talented students as necessary. | 2, 9 | 2b, 2c, 2d, 3a, 4b | 5.12(1)A5.13(2)B5.15(1)A | 2b, 2c, 5c | 2i, 3b | lesson planning; observations; reflective journaling;PDQ;capstone unit of instruction |

#

# ELEMENTARY STANDARD LESSON PLAN

**ACADEMIC STANDARDS**

List Colorado’s Academic State Standard(s) and any applicable national standards.

**SPECIFIC OBJECTIVES TO ATTAIN LEARNING GOALS**

What specific or behavioral objectives are you going to use to attain these academic standards? The objectives are written using measurable and observable verbs.

**MATERIALS NEEDED**

List both those materials that you will need to have ready and those that students must bring to the class. List quantities per student or per group of students. Include directions if preparing materials in advance is necessary to conduct the lesson. All handouts must be attached to the lesson plan.

**ANTICIPATORY SET**

This is the springboard into your lesson. How will you set this lesson in motion? How will you access prior knowledge? Use past learning, everyday examples, or life skills to anchor your lesson. Consider effective use of open-ended questions along with questions that create cognitive dissonance.

**PROCEDURES FOR LESSON**

List (numerically) the steps in a logical sequence. Include steps used to transition student action or thoughts between parts of the lesson. How will key concepts be developed by these procedures (i.e. vocabulary words, key questions, teacher modeling)? Consider the BEST procedures in order to maintain classroom management and active student engagement.

**CLOSURE**

What important points will you want to review at the end of the lesson? How will you conclude the lesson so that the students will integrate the newly learned information with the information they already knew about the topic? This provides the opportunity to check for student understanding.

**ASSESSMENT**

How will you show evidence of student learning related to this lesson’s stated objectives? Do you have an assessment for each of the specific objectives listed? Has an assessment tool, such as a rubric, checklist, or review sheet been designed to aid in evaluation?

**EXTENSIONS, MODIFICATIONS, & ADAPTIVE ACTIVITIES**

What are possible adaptations to accommodate the developmental needs of all students in the class? Consider individual learning needs, such as visual, hearing, physical, mobility, attention, reading levels and others that may apply. List activities that can be implemented without a great deal of preparation. These activities become extensions: 1) if your lesson finishes earlier than anticipated, 2) if student groups finish early, 3) if concept re-teaching is needed, 4) or if student understanding, ability, and interest warrants more in-depth study.

**RESOURCES-TECHNOLOGY LINKS & REFERENCES**

You must include all lesson plan websites, textbooks, literature, trade books, or resource books utilized in developing your lesson plan. This should be cited in APA format. Also include websites that can be utilized: 1) for student reference to content knowledge, 2) within the lesson to enhance the concept development, 3) as a lesson extension, 4) as a resource to encourage students to access independently on their own, or 5) if it is valuable in developing teacher background knowledge on the topic

#  LESSON PLAN RUBRIC

|  |  |  |  |
| --- | --- | --- | --- |
|  | ADVANCED | PROFICIENT | DEVELOPING |
| Professional Preparation of Lesson Plan | Typed and written in a professional manner with no grammatical, punctuation, capitalization, or spelling errors. | Typed and written with minor errors in grammar, punctuation, capitalization, and/or spelling. | Typed and written with numerous errors in the following areas: grammar; punctuation; capitalization; and/or spelling. |
| Academic Standards | All relevant national/state standards are included, showing mastery of standards-based application. | All relevant national/state standards are included but mixed with irrelevant standards. | Not all relevant standards are included, showing a lack of focus on the appropriate standards. |
| Specific Objectives | All objectives are written in both measurable and observable terms. | All or some of the objectives are written in measurable or observable terms but not both. | None of the objectives are written in measurable and observable terms. |
| Materials Needed | Lists all materials required for the lesson & directions for advance preparation if necessary. | Lists most materials required for the lesson. | Some materials required are not included and/or important preparation directions are missing. |
| Anticipatory Set | Includes a technique to gain student attention/interest at the opening of the lesson and includes a technique to elicit prior knowledge. | Includes a technique to gain student attention/interest at the opening of the lesson or includes a technique to elicit prior knowledge, but not both aspects. | Does not include a technique to gain student attention/interest at the opening of the lesson nor a technique to elicit prior knowledge. |
| Procedures | Procedure is easy to follow, flows in a logical manner, lists (numerically) the steps, and uses effective transitions between parts of the lesson. | Procedure lacks one key element such as: easiness to follow, flow in a logical coherent manner, listing of the steps, and use of effective transitions between parts of the lesson. | Procedure lacks two or more of the key elements including: easiness to follow, flow in a logical coherent manner, listing of the steps, and use of effective transitions between parts of the lesson. |
| Closure | Closure reviews important points at the end of the lesson via discourse/interaction. | Teacher-centered closure to the lesson is attempted, but key points are not reviewed. | No closure is evident, and the lesson ends in an awkward manner. |
| Assessment | Provides assessment (formally/ informally) of students on each stated objective & includes the use of an assessment tool. | Provides assessment of students on each stated objective or includes the use of an assessment tool, but not both. | Does not assess students on each stated objective nor does it include the use of an assessment tool. |
| Extension, Modification, and Adaptive Activities | Adaptations to accommodate the developmental needs of all students are addressed & appropriately developed. | Adaptations attempt to accommodate the needs of all students in the class but are not appropriately developed. | Lacks an attempt to accommodate all student needs. |
| Resources-Technology Links & References | A clear use of technology to locate and obtain Internet links for background information/future student investigation is utilized & the links are listed. Includes references to published ideas utilized & is listed in APA format. | Use of technology to locate/obtain Internet links for background information & for future student investigation is evident, but the links are not listed.Includes references to published ideas but lacks APA formatting. | Lacks evidence of an attempt to integrate technology web links.References are not included. |

# TEACHER CANDIDATE INFORMATION

##### Assignments/Requirements

|  |  |  |
| --- | --- | --- |
| Assignments and/or Forms | Submit to | Due on |
| Print complete copy of this handbook for Mentor Teacher. | Mentor Teacher | First Week |
| Following the Student Orientation meeting, email your UNC Supervisor with possible dates & times that you and your Mentor Teacher can meet with the supervisor. The purpose of this meeting is to meet, greet and discuss expectations. | UNC Supervisor | First Week |
| Attend professional development seminars. One will be with the Licensure Officer via Canvas. Use this link to self-enroll: [http://unco.catalog.instructure.com/browse/cebs/courses/cde-licensure](https://nam02.safelinks.protection.outlook.com/?url=http%3A%2F%2Funco.catalog.instructure.com%2Fbrowse%2Fcebs%2Fcourses%2Fcde-licensure&data=02%7C01%7CLynette.Kerrigan%40unco.edu%7C937e727918ff43c1800108d7b71cb3ad%7Cb4dce27cd088445499652b59a23ea171%7C0%7C0%7C637179206204161187&sdata=GPBCQzj6BYSR2L6Xb5g7qe0An9X1tyy8h5y7x%2B2xX3Y%3D&reserved=0)Others may include trainings sponsored by the district or school you are in, seminars scheduled by your UNC Supervisor or Elementary Program Coordinator, and workshops offered on campus with approval of your UNC Supervisor. | A synopsis of the information given at each seminar.Submit to UNC Supervisor. | When scheduled |
| Reflective Journal. The candidate will keep a **running** journal with weekly entries. The journal entries should include observations and analysis of: school structure, facilities and resources; curricular and instructional materials; technological resources; student behavior (group and individual); instructional and assessment practices; classroom management practices; organizational practices; and candidate interaction with the class. | Entries will be submitted electronically as a Word document. | Days and times set by UNC supervisor |
| **Contact, coordinate and arrange** with the university supervisor the formal observation dates, times, and subject areas.  | University Supervisor | Supervisorarranged |
| Capstone Unit of Instruction.* To be designed and planned with your Mentor Teacher.
* To be implemented by approval of Mentor Teacher.
* To be monitored, coached, and evaluated by UNC Supervisor.
* Out-of-Area placements will be monitored, coached, and evaluated online through Canvas by the Program Coordinator.
 | Upload to LiveText*A hard copy may be required by the UNC Supervisor.* | April 15 (this date may vary according to your supervisor) |
| EDEL 454 Course Evaluation – please identify by name your supervisor | *Link will be sent to via email.* | May 1 |
| Program Completer Survey | Complete on LiveText | May 1 |
| Professional Disposition Qualities rubric (PDQ) | LiveText | May 1 |
| Attendance Log - absences & make up time only | Submit on LiveText | As needed |

*\*If you are completing the CLD and/or the Bilingual endorsement with your elementary license, you are also student teaching in either a classroom with English Language Learners or emergent bilingual learners in a bilingual classroom.  It is necessary for you to record on a Live Text rubric whether the ELLs or bilingual learners in your classroom learned the content taught on your Capstone Project.  You need to record the information for every English Language Learner, sorted according to whether the ELLs are NEP, LEP or FEB students.*

##### Expectations

1. Maintain professional standards for teacher candidates, both at the university and at the school. Conduct yourself in a mature, responsible and professional manner. Maintain an appropriate personal appearance. Demonstrate professional dispositions to school personnel, including teachers, students and the community.
2. Wear UNC Bear ID on the lanyard provided, when in the school setting.
3. Become informed about the students and the content you will teach.
4. Manage your time to allow adequate preparation of your work for the classroom.
5. Plan lessons and submit the plans to the Mentor Teacher prior to the date of instruction for review and recommendations prior to teaching the lesson to the class.
6. Conform to the school's rules, policies, and local standards of behavior. Adjust to, rather than try to change the situation in the classroom or your assigned school. Remember you are a guest in the school to gain professional development.
7. Remember that you are a teacher candidate from the University of Northern Colorado. You are to make NO “side arrangements” with your mentor. This is an unprofessional action and places your mentor in a difficult position that does not conform to the agreements between the school and the university.
8. Participate in **all** the activities expected of your Mentor Teacher. Follow your Mentor Teacher's schedule which includes arriving and leaving when he/she does.
9. Call the school office, your Mentor Teacher and your supervisor by 7:00 a.m. in the event you cannot be at your assignment that day.
10. Return school materials, textbooks, resource materials and student records on or before the last day of student teaching.
11. Regularly discuss your progress and concerns with your Mentor Teacher and university supervisor. Discuss with your Mentor Teacher any assignments (capstone unit of instruction) that must be implemented during class time. A minimum weekly scheduled meeting is recommended.
12. Accept constructive criticism and suggestions that assist your professional and personal growth.

##### Resources

STE Resources: <https://www.unco.edu/cebs/teacher-education/undergraduate-programs/elementary-education/current-students.aspx>

* + Classroom Management Guide
	+ Classroom Assessment Guide
	+ Lesson Planning Guide
* Standards: <http://www.cde.state.co.us/standardsandinstruction/coloradostandards>
* STE contact information: <http://www.unco.edu/teach/coordinators.html>

##### Risk Management

In very rare situations the teacher candidate may be injured while in the practicum site. All teacher candidates are covered by the Risk Management guidelines at UNC. In the event of an injury, the teacher candidate should contact the following individuals as soon as possible:

UNC Risk Management Coordinator: Megan Bauer (970-351-2718) or megan.bauer@unco.edu

Student Teaching Placement Office and UNC Supervisor

The UNC Risk Management Coordinator will be able to provide appropriate paperwork and instructions for the teacher candidate in the event that medical assistance is required.

##### Substitute Teaching as a Student Teacher

The intention of student teaching is to experience supervised teaching in classrooms in schools. As a partner in the school, you may be asked, as a part of this experience, to substitute teach to assist in the operation of the school. Substitute teaching is an exception to your student teaching experience. It should not happen frequently and may be a very positive situation especially when it is substituting for your mentor teacher. You **must** have UNC permission to serve as a substitute whether paid, unpaid or as a long-term sub hired by the host school. Please contact the Field Placement Office for this process. The process requires you to apply for a one-year substitute license.

**Applying for a One-Year Substitute Teacher Endorsement**

Whether or not you plan to substitute teach during student teaching, you may be asked to obtain a sub license. You can apply on this site: <https://www.cde.state.co.us/cdeprof/checklist-substituteauth1year>

You will be asked to upload some documents including one signed by the school district. We are here to support you if needed. You will be working with the Human Resources Department in the school district to complete the forms. The cost to you when you apply to the Colorado Department of Education will include an application fee to CDE for $60.00.

# MENTOR 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 and two Disposition Rubrics (PDQ forms), signed and reviewed by you and the teacher candidate. Submit to LiveText.
2. Program Completer in LiveText submitted by May 1

IMPORTANT: The teacher candidate will not receive a grade, unless the Final Evaluation form is submitted in a timely manner.

1. [Final Online](https://www.unco.edu/cebs/teacher-education/partner-schools/field-experience-evaluations.aspx) Evaluation submitted by May 1.
2. Examine and provide feedback to a minimum of one lesson plan for each day of teaching.
3. Collaborate closely with the Teacher Candidate on the required Capstone Unit of Instruction.
4. Dispositions Rubrics reviewed with Teacher Candidate and submitted by May 1.
5. Optional/As Needed:

Contact Supervisor and Program Coordinator as soon as you realize there is a significant problem with the teacher candidate’s attitude, pedagogy, or knowledge.

##### Mentor Teacher Compensation

All UNC mentor teachers may choose to receive graduate credit for supervising teacher candidates OR a stipend payment. \***Note that this credit cannot be used toward a degree program. It is credit that will appear on an official transcript and is typically used by mentor teachers to make a move up on their district pay scale.\***

Please use this link for more details and instruction: <https://www.unco.edu/cebs/teacher-education/mentor-teachers/>

We are sorry, however LATE CREDIT REQUESTS CANNOT BE HONORED.

Credit registration deadlines:

Spring semester hosting, application deadline is March 20th/Fall semester hosting, application deadline is October 20th

In addition to either the graduate credit or the stipend payment, mentor teachers may request a verification form used for licensure renewal credit with the State. Contact Lynette Kerrigan, lynette.kerrigan@unco.edu to request this form.

##### Expectations

* Prepare the students in your class for the teacher candidate.
* Provide teacher candidate with resources such as a set of books/textbooks, roster, school bulletins, schedules, school handbooks, district content standards, and curriculum guides.
* Provide a work area or space in the classroom.
* Take the teacher candidate around the building, and introduce to the students, the principal and other school personnel. Allow time for your teacher candidate to visit and observe other grades/classrooms in the school.
* Explain classroom and building routines, for example, safety procedures (i.e. lockdowns/fire drills), recesses, lunch, playground, attendance, assessment, grading and report cards, standardized testing, etc.
* Talk to your teacher candidate! Encourage teacher candidate to ASK QUESTIONS. Schedule a conference with the teacher candidate once a week for a period of 1/2 to one hour. Impromptu conferences may occur daily depending on the teacher candidate’s needs and the Mentor Teacher’s time. Evaluate the teacher candidate frequently on an informal and formal basis and share these evaluations openly with the teacher candidate.
* **If an issue arises, please first speak to your teacher candidate’s university supervisor. If the issue is still not resolved, please contact Elementary Program Coordinator – Dr. Kim Creasy** **kim.creasy@unco.edu** **.**

# UNIVERSITY SUPERVISOR INFORMATION

##### Paperwork

|  |  |  |
| --- | --- | --- |
|  | **Submission to:** | **due dates** |
| 1. Schedule and teach seminars; see topic suggestion list below.
 | N/A | N/A |
| 1. Monitor, coach and evaluate Capstone Unit of Instruction.
 | Complete Rubric in LiveText |  |
| 1. 3 FAF forms evaluating lessons observed; 1 must be from Capstone.
 | LiveText | Dec. 1 |
| 1. Observe 1 Capstone lesson and review the queries in the Instructing Students & Supporting Learning and Reflective Essay with the Teacher Candidate.
 |  | Prior to Capstone due date |
| 1. Capstone Grading Rubric
 | LiveText | May 1 |
| 1. Professional Disposition Rubric
 | LiveText | May 1 |
| 1. Final Evaluation Form at <https://www.unco.edu/cebs/teacher-education/partner-schools/field-experience-evaluations.aspx>
 | Completeon-line | May 1 |
| 1. Submit Program Completer Evaluation.
 | LiveText | May 1 |
| 1. **If applicable, Concern/Action Plan forms**
 | **Elementary Program Coordinator** | **Immediately** |

##### Responsibilities

* Attend the Student Teacher Orientation meeting.
* **If any issue arises, please notify the Elementary Program Coordinator, Dr. Kim Creasy –** **kim.creasy@unco.edu** .
* Establish e-mail communication with your teacher candidates, encourage regular reflection and inquiry.
* Schedule a meeting at the beginning of the semester with each of the Mentor Teachers with whom you will work.
* As early as possible in the term, stop by the building principal’s office and introduce yourself to him/her.
* Always remember to wear your UNC ID badge when visiting assigned schools and always enter the building through the main office where you must sign in.
* Make one contact per week with teacher candidate via email

Because of the complexity of field placements and the varied policies of partner schools/districts:

* immediately report to the STE Placement Office any changes in placement – a change in mentor teacher, grade level, location, etc.;
* when a placement terminates at the request of the school/mentor teacher, or the candidate or the UNC Program Coordinator, the STE Placement Office must be notified; and
* when a placement terminates due to the performance/disposition of the teacher candidate:

a. concern form must be completed and submitted to the STE Placement Office with supporting documentation.

b. if a second placement is to be considered, a meeting with the Program Coordinator and teacher candidate will determine next steps in the program.

##### Guiding Questions for Capstone Unit of Instruction

1. How do you feel this lesson went?
2. Did you notice anything unexpected about your own behavior?
3. How did you support learning with your instruction?
4. Explain how your environment was maintained in a positive manner.
5. How did you differentiate your instruction?
6. What instructional strategies did you use?
7. What are your perceptions of the strengths of this lesson?
8. What are your perceptions for areas of growth within this lesson?
9. How might you improve the lesson in the future?

##### Seminar Topics Suggestion List

1. Capstone Unit of Instruction requirements/timeline
2. Differentiated Instruction (ELL students, Gifted & Talented, struggling learners)
3. Parent/School/Teacher relations
4. Special Education (staffing, tri-annual conferences, annual conferences, etc.)
5. Preparing to seek your first professional teaching job
6. Teacher contracts

# LIVE TEXT INFORMATION

**\*Teacher candidates will use the same Live Text account log-in as was set up during practicums. If you do not remember your username/password, it can be reset by clicking on the ‘forgot password’ in the upper right corner of the Live Text log-in page.**

Steps for **Mentor Teachers** to log into LiveText:

1. Go to your email and find the email from support@livetext.com or Support@WatermarkInsights. In this email will be your LiveText username and password.

2. Go to [www.livetext.com](http://www.livetext.com) and enter in your username and password to log in.

In addition, a LiveText website has been created by the LiveText Implementation Team at UNC and it is located at <https://www.unco.edu/education-behavioral-sciences/livetext.aspx>. You can find LiveText Support and tutorials for students, university supervisors, cooperating/mentor teachers, and faculty there.

# LIABILITY

**Liability Statement pertaining to Field Experiences:** applicable only to unpaid field related requirement such as practicum, service learning, intern, student teaching. UNC purchases insurance that provides liability coverage to teacher candidates (subject coverage limitations and deductibles of the applicable insurance policy) for claims made against the teacher candidate while s/he is acting in the course and scope of her/his responsibilities in field experience. Such coverage is subject to limitations and exclusions for, among other things, alleged intentional acts and other uncovered claims. In addition, the teacher candidate, during her/his practice teaching in a school is deemed an employee of the school district for the purposes of workers’ compensation and liability insurance as provided for other school employees.

**Personal Liability**

It is each teacher candidate’s choice to determine if s/he wishes to purchase additional liability coverage. Several professional organizations, including but not limited to the Colorado Education Association, the Council for Exceptional Children, and the National Education Association, offer personal – professional liability insurance that can be purchased by the teacher candidate at her/his expense.

# UNC POLICIES

**Disability Resources**

It is the policy and practice of the University of Northern Colorado to create inclusive learning environments.  If there are aspects of the instruction or design of this course that present barriers to students’ inclusion or to accurate assessments of students’ achievements (e.g. time-limited exams, inaccessible web content, use of videos without captions), students should please communicate about these aspects with their instructor(s) professor and contact Disability Resource Center (DRC) to request accommodations.

Office: (970) 351-2289, Michener Library L-80.

Students can learn more here: [www.unco.edu/disability-resource-center](http://www.unco.edu/disability-resource-center) .

**Title IX**

The University of Northern Colorado is committed to providing a safe learning environment for all students that is free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. Students who have experienced (or who know someone who has experienced) any of these incidents should know that they are not alone. UNC has staff members trained to support students to navigate campus life, to access health and counseling services, to provide academic and housing accommodations, to help with legal protective orders, and more.

Please be aware all UNC instructors and most staff members are required to report their awareness of sexual violence to the Office of Institutional Equity and Compliance (OIEC).   This means that if students tell an instructor about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, the instructor must share that information with the Title IX Coordinator, Larry Loften. Larry or a trained staff member in OIEC will contact the reporting students to let them know about accommodations and support services at UNC as well as their options to pursue a process to hold accountable the person who caused the harm to them. Students who have experienced these situations are not required to speak with OIEC staff regarding the incident. Students’ participation in OIEC processes are entirely voluntary.

If students do not want the Title IX Coordinator notified, instead of disclosing this information to the instructor, students can speak confidentially with the following people on campus and in the community. They can connect you with support services and help explore options now, or in the future.

UNC’s Assault Survivors Advocacy Program (ASAP): 24 Hr. Hotline 970-351-4040 or www.unco.edu/asap

UNC Counseling Center: 970-351-2496 or http://www.unco.edu/counseling

UNC Psychological Services: 970-351-1645 or http://www.unco.edu/cebs/psych\_clinic

Students who are survivors, who are concerned about someone who is a survivor, or who would like to learn more about sexual misconduct or report an incident, can visit www.unco.edu/sexual-misconduct.  Students may also contact OIEC at 970-351-4899 or email titleix@unco.edu.

**Academic Integrity**

Students are expected to practice academic honesty in every aspect of this course.  Students who engage in academic misconduct are subject to grading consequences with regard to this course and/or university disciplinary procedures through the Dean of Students Office. More information about the academic misconduct process can be found in UNC’s Student Code of Conduct (BEAR Code).

**Attendance**

Students are expected to attend class regularly. Each instructor determines the relationship between class attendance, the objectives of the class, and students’ grades. Instructors are responsible for articulating their attendance policies and their effect on grades to students. Students are responsible for knowing the attendance policy of each course. Only the instructor can approve students’ absences. Students are responsible for requesting such approval. In an effort to create inclusive learning environments, this instructor should not require doctors’ notes to determine whether or not to excuse an absence.

**COVID-19**
During this ongoing global pandemic, the safety and well-being of our Community of Bears requires each of us to be prepared to do our part to protect the health of our entire campus community, as well as our friends, families, and neighbors.

The COVID-19 pandemic is a complex, challenging, and fluid situation, which continues to evolve.  Therefore, students should review frequently the Return to Campus website: <https://www.unco.edu/return-to-campus/> for updated information. UNC will follow applicable legal requirements and federal, state, and county public health recommendations and mandates in all decisions related to university operations.

To mitigate the spread of COVID-19, students, faculty and staff are expected to follow university requirements about wearing face coverings when on campus, including in the classroom as well as the most current social distancing requirements, covering their coughs, and practicing good hand hygiene.

Persons who fail to adhere to these requirements will be reminded of them so that they can address and correct their noncompliance.  Thereafter, persons who fail to correct their behavior will be asked to leave the classroom (until such time as they comply with UNC’s requirements) and may be referred to the Dean of Students Office or Human Resources.  It is important that all members of the university community work together to do all we can to keep our community safe.

**Equity and Inclusion**

The University of Northern Colorado (UNC) embraces the diversity of students, faculty, and staff. UNC honors the inherent dignity of each individual, and welcomes their unique perspectives, behaviors, and world views. People of all races, religions, national origins, sexual orientations, ethnicities, genders and gender identities, cognitive, physical, and behavioral abilities, socioeconomic backgrounds, regions, immigrant statuses, military or veteran statuses, sizes and/or shapes are strongly encouraged to share their rich array of perspectives and experiences. Course content and campus discussions will heighten your awareness of others’ individual and intersecting identities. For information or resources, contact Chief Diversity Officer, Dr. Tobias Guzman, at 970-351-1944.  If students want to report an incident related to identity-based discrimination/harassment, visit [www.unco.edu/institutional-equity-compliance](http://www.unco.edu/institutional-equity-compliance).

**Food Insecurity and Basic Needs**

Research shows that college students experience food insecurity at higher rates than the American household rate, and that food insecurity can negatively impact academic performance and persistence. In recognition of this problem, UNC offers assistance to students facing food insecurity through an on- campus food pantry. The Bear Pantry is located in University Center 2166A and is open for regular hours throughout the semester.  Please visit www.unco.edu/bear-pantry for more information.

Students who face challenges securing their food or housing and believe this may affect their performance in this course are also urged to contact Student Outreach and Support (SOS), which is part of the Dean of Students Office. SOS can assist students during difficult circumstances, which may include medical, mental health, personal or family crisis, illness or injury. The Dean of Students Office/SOS can be reached at dos@unco.edu or via phone at 970-351-2001.

**Land Acknowledgment**

The University of Northern Colorado occupies the lands in the territories of the Ute, Cheyenne, and Arapaho peoples. The University acknowledges the 48 tribes that are historically tied to the state of Colorado. Thus, the land on which UNC is situated is tied to the history and culture of our native and indigenous peoples. UNC appreciates this connection and has great respect for this land. Additionally, the University community pays its respect to Elders past, present, and future, and to those who have stewarded this land throughout the generations.

As part of the learning and reflection process please visit https://native-land.ca/ or call the Office of Equity & Inclusion at 970-351-1944.

# FORMS

## PROFESSIONAL DISPOSITIONS RUBRIC

Teacher Candidate to be evaluated:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Practicum: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Student Teaching: \_\_\_\_\_\_\_\_\_\_\_\_

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Completed by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Title/Role: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:

The purpose of this document is to serve as a conversation starter between teacher candidates, their Mentor Teachers, and/or university supervisors in regards to expectations for professional behavior in teaching settings. It may also be used to document the teacher candidate’s progress throughout a professional development sequence.

**Teacher Candidate:** Please rate yourself on the following form by selecting the column (Unacceptable, Approaching, or Target) that you believe best describes your qualities and/or demonstrated behaviors. Include specific evidence to support your rating.

**Mentor Teacher and University/School Supervisor:** Please rate the teacher candidate on the following form by selecting the column (Unacceptable, Approaching, or Target) that you believe best describes the teacher candidate’s qualities and/or demonstrated behaviors. Include specific evidence to support your rating. You may also include evidence that shows exemplary achievement beyond the target. If an unacceptable rating is chosen, please provide specific evidence and goals for improvement.

Note: The Professional Disposition Qualities rubric addresses the following Interstate Teacher Assessment and Support Consortium (InTASC) Standards:

* Standard #1: Learner Development.
* Standard #2: Learning Differences.
* Standard #3: Learning Environments.
* Standard #9: Professional Learning and Ethical Practice.
* Standard #10: Leadership and Collaboration.

General Comments about teacher candidate’s progress may be inserted here after collaborative review:

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| --- |
|  |

Note - **Unacceptable**: Not meeting the requirements; **Approaching**: Generally meeting the requirements; **Target**: Consistently meeting the requirements

| **Professional Disposition****Qualities (PDQ) Categories** | **Unacceptable (1)** | **Approaching (2)** | **Target (3)** | **Recommendations/****Commendations** |
| --- | --- | --- | --- | --- |
| 1. Professional Appearance | ☐Inconsistently meets the school dress code | ☐Generally meets theschool dress code and maintains professional appearance | ☐Consistently meets the school dress code and maintains professional appearance |  |
| 2. Attendance | ☐Chronic absence/excessive tardiness; or absence(s) without prior notice | ☐ Generally punctual with no absences without prior notice | ☐Consistently meets expectations for attendance and punctuality. Any absence is approved in advance. |  |
| 3.Professional Responsibility | ☐Cannot be consistently counted upon to meet deadlines or keepprofessional commitments to colleagues and students | ☐Generally meets deadlines and keeps professional commitments to colleagues and students | ☐Consistently meets deadlines, keeps professional commitments to colleagues and students |  |
| 4. Ethical Behavior | ☐Speaks without regard for tact and/or confidentiality; has difficulty maintaining professional boundaries | ☐Generally demonstrates tactfulness and/or confidentiality; generally maintains professional boundaries | ☐Consistently demonstrates tactfulness and/or confidentiality; maintains professional boundaries |  |
| 5. Response to Feedback | ☐Asks only procedural questions; shows resistance to critique and input regarding performance | ☐Asks questions that are both procedural and reflective; accepts critique and input regarding performance in a generally positive manner; generally acts upon feedback when prompted | ☐Asks questions that are both procedural and reflective; invites critique and input regarding performance in a positive manner and acts upon that feedback within his/her practice |  |
| 6. Reflective Practitioner | ☐Does not take responsibility with integrity; blames others | ☐Self-evaluates and makes small changes that are generally procedural | ☐Self-evaluates in a realistic way; makes thoughtful changes basedupon reflection; views teaching as a learning process |  |
| 7. Collaboration | ☐Avoids professional collaboration and/or detracts from a collaborative culture; gossips about colleagues; and/or tends to be openly critical of others. | ☐Works with others in a positive way; contributes to group success; minimizes gossip; generally willing to grow | ☐Strong group participant; works with others receiving input and contributing to group success; is loyal to those who are not present; embraces growth |  |
| 8. Professional Initiative | ☐Does the minimum required work at the prompting of supervisors; lacks initiative or resists various endeavors | ☐Generally demonstrates initiative and enthusiasm for various endeavors | ☐Demonstrates initiative; is enthusiastic about a variety of endeavors |  |
| 9. Respect for Diversity | ☐Demonstrates lack of respect for diversity of colleagues and students  | ☐ Respects diversity of colleagues and students | ☐ Respects diversity of colleagues and students and models culturally responsive interactions with others |  |
| 10. Student Engagement | ☐Presumes that most learners can learn and be successful | ☐Expects all learners to learn and be successful, including those from diverse backgrounds and with exceptional learning needs | ☐Expects and promotes opportunities for all learners to be successful, including those from diverse backgrounds and with exceptional learning needs |  |
| 11. Communication Skills | ☐Frequently uses inappropriate language; poor use of conventions, spelling and grammar; written work does notfollow professional syntax | ☐Generally speaks appropriately for the given situation and uses conventions correctly including grammar and syntax | ☐Speaks appropriately as a professional role model; consistently edits work for correct conventions, construction and grammar |  |
| 12. Portrays Professional Competence and Confidence | ☐Inconsistently conveys confidence and competence when interacting with learners, peers, and/or colleagues in a large group situation | ☐Conveys confidence and competence when interacting with learners, peers, and/or colleagues in a large group situation | ☐Conveys a high level of confidence and competence when interacting with learners, peers, and colleagues in small and large group situations |  |

**Teacher Candidate Signature and Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Evaluator Signature and Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

## Field Assessment Form

➊Class: Practicum🞎 or Student Teaching🞎. ➋Program:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
➌Teacher Candidate name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_➍ Bear #:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
➎Evaluator: UNC Supervisor 🞎 or Mentor Teacher 🞎. ➏ Print evaluator’s name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CRITERIA** | **Developing****(1)** | **Partially Proficient****(2)** | **Proficient****(3)** | **Accomplished****(4)** | **Exemplary****(5)** |
| **A**CONTENT KNOWLEDGE | Lack of content knowledge. Inability to answer students’ questions. Does not attempt to help students make connections between important concepts. | Some inaccurate content knowledge (including characteristics of CLD student and students with special needs, as well as Science of Reading). Redirects students but not able to answer many of students’ questions.  | Substantial content knowledge (including characteristics of CLD student and students with special needs, as well as Science of Reading); finds answers to students’ questions if not known; effective integration of content knowledge and skills. | Deep understanding of content that is used to expand students’ learning (including characteristics of CLD student and students with special needs, as well as Science of Reading). Able to answer most questions. Integration of content is authentic, meaningful, and useful for students.  | Expert knowledge of content (including characteristics of CLD student and students with special needs, as well as Science of Reading). Elaborates on students’ questions to enrich and extend learning. Artfully integrates concepts and relationships among academic disciplines.  |
| **B**INSTRUCTION | Instruction is haphazard and lacks focus. Not planned well for allotted time or taught in ways that meet needs of learners. Instruction does not promote student learning. | Instruction is sporadic and somewhat focused. Lesson demonstrates some planning but implementation is inconsistent. Some student learning occurs (including CLD students, students with special needs, and struggling readers). | Instruction is coherent and focused. Lesson demonstrates substantial planning and thoughtful implementation. Learning is evident for most students (including CLD students, students with special needs, and struggling readers). | Instruction is planned in detail and effective for all students. Attention to individual students’ needs is evident. Students engaged in higher-level thinking (including CLD students, students with special needs, and struggling readers). | Instruction is confident. Original lesson plan employs a variety of methods. Adapts instruction while teaching. Learning is evident for a wide range of learners (including CLD students, students with special needs, and struggling readers). |
| **C**ASSESSMENT | No evidence of assessment. No connections made between assessment and instruction. | Some evidence of assessment strategies (including strategies for the Science of Reading when applicable), Verbal feedback given to improve learning of content knowledge, skills, and dispositions. | Uses assessment to improve students’ learning and teaching effectiveness. Uses a variety of formal and informal assessment strategies (including strategies for the Science of Reading when applicable), to provide students with constructive feedback. | Develops and uses a variety of formal and informal assessment strategies (including strategies for the Science of Reading when applicable), including rubrics, to promote learning, inform instruction, and meet content standards. | Develops valid and reliable assessment tools. Uses assessment as a basis for standards-based instruction. Uses assessment to compare and contrast effects of various teaching strategies (including strategies for the Science of Reading when applicable). |
| **D**CLASSROOM MANAGEMENT | Behavior problems negatively affect learning. Little effort given to encouraging acceptable student behavior. | Some effort made to promote acceptable student behavior. Attempts appropriate intervention strategies and practices. | Manages routine behavioral problems and maintains control of the classroom. Applies sound disciplinary practices. Intervenes to create successful learning environments. | Creates a learning environment characterized by acceptable student behavior, efficient use of time, and disciplined acquisition of knowledge, skills, and dispositions. | Routine discipline problems prevented through engaging instruction. Establishes an accepting learning environment. Students exhibit self-control while encouraging others to control impulsive behavior.  |
| **E**AFFECTIVE SKILLS | Has difficulties relating to students. Resorts to disrespectful treatment. Displays inappropriate behavior towards students. Does not attempt to build positive teacher/student relationships. | Appears to be unsure of proper teacher boundaries. Behavior not always appropriate; inappropriate behavior not intentional or malicious. Lacks ability to anticipate consequences of behavior.  | Works diligently to create a democratic classroom community. Students are treated with kindness and respect. | Establishes a democratic learning environment. Encourages students to care about their own learning, is sensitive to students’ needs and feelings.  | Establishes a democratic learning environment. Students care about other’s learning as well as their own. Individuals willing to make personal sacrifices for sake of promoting a common good. Consistently demonstrates tactfulness and/or confidentiality; maintains professional boundaries.  |
| **F**PROFESSIONALISM | Cannot be consistently counted upon to meet deadlines or keep professional commitments to colleagues and students.Avoids professional collaboration and/or detracts from a collaborative culture; gossips about colleagues; and/or tends to be openly critical of others.Does minimum required work at the prompting of supervisors; lacks initiative; resists suggestions for improving one’s teaching. | Inconsistently conveys confidence and competence when interacting with learners, peers, and/or colleagues in a large group situation.Generally demonstrates initiative and enthusiasm for various endeavors.Unsure of how to act appropriately with students, peers, and/or colleagues. | Reliable, punctual, and collaborative. Respects school culture, norms and values.Works with others in positive ways; contributes to group success; minimizes gossip; generally willing to grow.Asks questions that are both procedural and reflective; accepts critique and input regarding performance in a generally positive manner; generally acts upon feedback when prompted.Consistently meets deadlines, keeps professional commitments to colleagues and students. | Conveys a high level of confidence and competence when interacting with learners, peers, and colleagues in small and large group situations. Demonstrates initiative; is enthusiastic about a variety of endeavors.Strong group participant; works well with others while receiving feedback; follows up on opportunities for professional growth.Respects diversity of colleagues and students and models culturally responsive interactions with others. | Consistently reliable, punctual, hard-working, willing and able to collaborate. Consciously learns and supports school’s norms and traditions. Consistently demonstrates tactfulness and/or confidentiality; maintains professional boundariesSelf-evaluates in a realistic way; makes thoughtful changes based upon reflection; views teaching as a learning process. |

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| --- |
| COMMENTS: Attach another sheet to discuss student Strengths and Areas in Need of Improvement. |
| Evaluator Signature: **Date:** |
| Teacher Candidate Signature: **Date:** |

## TEACHER CANDIDATE 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 of review:

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

Signature: Signature:

 Program Coordinator Program Coordinator

Signature: Signature:

 University Supervisor University Supervisor

Signature(s): Signature(s):

 Mentor Teacher or Principal Mentor Teacher or Principal

Signature: Signature:

 Teacher Candidate Teacher Candidate

***A copy of this form should be given to the teacher candidate. The original form is to be placed in the teacher candidate’s file in the Office of the School of Teacher Education.***

## CAPSTONE UNIT OF INSTRUCTION

##### Guidelines

**Introduction:**

The Capstone Unit of Instruction is developed and taught by the teacher candidate. There are several reasons as to the value of the Capstone Unit of Instruction. Those reasons include:

* teacher candidates are experiencing the same processes that highly effective teachers utilize as they develop units;
* teacher candidates are directly involved in learning how to design, plan, prepare, implement, and assess an effective unit that is taken directly from the district’s curriculum;
* teacher candidates are required to collaborate with their Mentor Teachers and University Supervisor in completing the unit; and
* teacher candidates are required to reflect upon the components and overall quality of the unit. This unit is also a Colorado Department of Education and the University of Northern Colorado School of Teacher Education requirement for licensure; therefore, teacher candidates must receive an 80% proficiency evaluation (points available) on the Capstone Unit of Instruction to pass their student teaching experience.

**How to get started:**

Teacher candidates are required to meet with their Mentor Teacher and are expected to use the district’s curriculum guide to determine which units are being taught during the time of their student teaching experience. The teacher candidate and Mentor Teacher should decide which unit the teacher candidate will teach. After selecting the unit, the teacher candidate collaborates with the Mentor Teacher to determine which lessons are to be integrated and what changes are **appropriate to make the unit his/her own.**

At UNC, we cannot control the topics chosen by our student teachers in the field. These may be dictated by the partner schools/district in which our student is placed. Therefore, Content Standards utilized will depend upon the topic and content of the teacher candidate’s Capstone Unit of Instruction.

The following Colorado Academic Content Standards are to be utilized in developing the unit:

 Social Studies Standards Science Standards

 Mathematics Standards Reading, Writing, and Communicating Standards

**The Capstone Unit of Instruction should:**

* be a unit that is selected directly from the school’s/district’s curriculum. This ensures that the unit is relevant and meaningful and complies with the district’s accountability expectations.
* be modified to create an integrated unit that is designed by the teacher candidate, in collaboration with the Mentor Teacher.
* include a minimum of five (5) hours of instruction and five (5) individual lesson plans.
* be authentically and relevantly integrated. Integrate no more than three subject areas in a lesson(s) for which there are relevant content standards. It is not required that you integrate every lesson of your Capstone Unit of Instruction.
* should teach and assess with a pre-assessment, formative assessment and post- assessment in each lesson. Administer the unit pre-assessment before you begin teaching and the post-assessment at the conclusion of the unit. These assessments should be essentially the same. This will enable you to analyze the quality of your unit and effectiveness of your instruction. This will be done in the Evaluative Essay portion of your Capstone Unit of Instruction.

**Planning for Student Learning**

* **Begin with the end in mind.**  Determine what you want your students to learn, know and be able to do as a result of teaching the unit. Focus your efforts on curriculum and instructional objectives and the content standards. This would be a time in which you would again collaborate with your mentor teacher. After determining the learning objectives for the unit, develop your post-assessment. This is the assessment you will use to determine how well your students performed and the effectiveness of your instruction. **Use the same assessment for the pre-assessment.**
* Begin the process of compiling teacher and student resources and start thinking about how you will teach and assess students’ learning relative to the content standards. Ask yourself:
	+ - What do I need to learn myself in order to teach this unit well?
		- What instructional methods and/or strategies will enhance student learning?
		- What activities could I use to motivate student learning?
		- What formative assessments will I use to monitor student understanding and mastery of the learning objectives within the individual lesson plans?
		- What resources will I need to teach this unit?
		- What types of genres of children’s literature are available and appropriate for meeting your instructional objectives?
		- Are there authentic artifacts, simulations, songs, photographs, etc. that would be appropriate for inclusion?
		- What human and material resources are available?

**Final Capstone Unit of Instruction**

You are required to submit a copy of your Capstone Unit of Instruction in LiveText. Your university supervisor may also require a hardcopy of the unit and all related materials. For each section of the Capstone Unit of Instruction, there are specific directions.

**Capstone Unit of Instruction Components**

**Part One: Title Page and Table of Contents** – 0 points. The “Title Page and Table of Contents” is the first in the template component of your Capstone Project. You will include the following elements: 1. title of the unit; 2. grade level taught; 3. your name; 4. mentor teacher’s name; 5. dates the unit was taught; 6. school and school district.

**Part Two: Rationale Statement** – 15 points. Every Capstone Project needs a convincing rationale. Rationale statements should be organized and presented in FOUR sections.

**Section 1: Introduction** – The rationale introduction is the overarching reason why the unit is important for students to learn. In this section, explain why your unit topic is an important one for young learners. Describe how students might use the knowledge to be gained.

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

**Section 3: Meeting the Colorado Model Content Standards** – Curriculum standards describe what students will know or be able to do as a result of participating in your unit. In this section, list the Colorado Model Content Standards your unit addresses. If you are teaching outside Colorado, use standards that are applicable for your location. Under each content standard write lesson objectives that describe how or what students will do to meet that particular standard. Remember, if you list a content standard, you are obligated to teach and assess students' learning on that standard. You will need to address content standards three times in you unit. First, by listing them here in your rationale statement along with corresponding lesson objectives for each standard, a second time in each lesson plan, and a third time when writing your “evaluative essay".  ***Develop your lesson plans first, along with appropriate content standards and lesson objectives; next, place the content standards and lesson objectives from the lesson plans into your rationale statement.***

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

A. For **pre-assessment**, describe the techniques you will use to reveal what students’ prior knowledge. You will need to record and interpret pre-assessment scores for each individual student (using a pretest) as well as for the whole class. Pre-assessment results are used to provide evidence of student learning gains at the end of the unit by comparing them with summative assessment results (using a posttest).

B. For **formative assessment**, describe the techniques you will use to keep track of students’ progress on a daily basis. This is for the purpose of monitoring the learning process, helping students acquire new skills and knowledge, and making sure that they are “practicing perfectly” in order to apply new skills and knowledge effectively to real-world situations. Remember that **multiple assessments** provide a much more complete and accurate representation of what a student really knows and/or is able to do.

C. For **summative assessment**, describe the techniques you will use to evaluate what students learned, in combination with pre-assessment and formative assessment results. All three forms of assessment should be designed to measure the knowledge, skills, and dispositions you claimed students would learn according to the standards. The three forms of assessment are to be aligned with the content standards and lesson objectives.

**Part Three: Unit Goal** – 5 points. The unit goal should be derived from state and district curriculum standards; however, you should also be familiar with curriculum standards established by national professional organizations, for example, IRA (International Reading Association), NCTM (National Council of Teachers of Mathematics), NCSS (National Council for the Social Studies). The unit goal reflects the unit's curriculum standards but should be stated in your own words.

**Part Four: Lesson Plans** – 15 points. Instructional lesson planning is to be developed for a minimum of one full week of integrated teaching and learning: plan on teaching the unit for approximately five hours. For each lesson include the following: specifically stated objectives; how you will determine students’ prior knowledge; how you will monitor learning in meeting content standards during the lesson (formative assessment); and how you will evaluate students’ progress at the end of the lesson (summative assessment). Lesson activities should support concepts to be developed and/or skills to be acquired utilizing higher-order thinking skills.

**Part Five: Extension, Modification & Adaptive Activities** –5 points. How can I help children extend, enrich, and elaborate upon the major understandings in this unit? What could students do to apply or “transfer” their learning to real-world problems and situations in ways that will make new knowledge more meaningful for them? *List and briefly describe at least three possible extension, modification and/or adaptive activities.* ***A simple one-paragraph description for each extension, modification and/or adaptation will suffice.*** This provides evidence of your ability to engage students in higher-order and appropriate instructional tasks designed to meet students’ needs.

**Part Six: Instructing Students and Supporting Learning- 25 points**

**Overview of Tasks:**

During student teaching, your UNC Supervisor will observe at least one lesson from your Capstone Unit of Instruction. You and your UNC Supervisor will meet and reflect on the lesson. Based on this teaching experience and your review of the observation with your UNC Supervisor, you will write a commentary that addresses the following prompts. You can address each prompt separately, through a holistic essay, or a combination of both, as long as all prompts are addressed.

**Prompts for your commentary:**

1.       Other than what is stated in the lesson plan(s), what occurred immediately prior to and after the lesson that is important to know in order to understand and interpret the interactions between and among your students?

2.      In this lesson, how did you further the students’ knowledge and skills and engage them intellectually in understanding the subject matter? Provide examples from the lesson to show that you addressed the needs of all students.

3.      Describe the strategies you used to monitor student learning during the lesson as shown.  Cite one or two examples of what students said and/or did in the lesson or in assessments related to the lesson that indicated their progress toward meeting curriculum standards at a proficient level of performance.

 4.      Reflect on your instruction and children’s learning, discussing how the instruction and learning reflect your philosophy of how children learn (example – Vygotsky, Piaget, Montessori, constructivism, Skinner, etc.)

 5.      Explain how you scaffold (applying differentiation, modeling, and support of student learning) curriculum, instruction and assessment in ways that contribute to understanding and facilitate students’ construction of knowledge.

**Part Seven: Resources Used** –5 points. Include all of the resources you used to teach this unit. You may organize your resources by indicating who they are most appropriate for and/or by their type; for example, “Teacher Resources” might be listed separately from “Student Resources”. “Internet Resources” (such as websites) might be listed separately from “Children’s Literature”. Videotapes, simulations, artifacts, museums, social agencies and guest speakers might also be listed under separate categories. This unit of instruction should have a substantial set of resources from all of the above-mentioned sources.

**Part Eight: Evaluative Essay** –15 points. In the first of these two final essays, ***use all of the assessment data you collected from students to present a clear picture of their learning.*** Use tables to display and summarize quantitative data and include examples of several students' work on projects and assignments at varied levels of academic ability (by example: special needs, gifted/talented). Include at least 3 students’ pre and post assessments, for a total of at least 6 work samples labeled to indicate level of each student’s typical achievement). Use a narrative to explain quantitative results. Present and explain your assessment results in ways that the reader can use to evaluate the extent to which your students met content standards. This essay should report both qualitative and quantitative evidence and analyses of student progress. The evaluative essay should present evidence of learning for each student in the class on each one of the unit's curriculum standards. Summaries of whole-class learning should also be included.

**Part Nine: Reflective Essay** –15 points. Creating this unit is to give you practice teaching and assessing student learning over time in an elementary-school classroom. As you plan, teach, and assess students' learning, you will be meeting many of the Colorado Teacher Quality Standards. In this essay, reflect on your competence as a teacher. What did you learn about yourself in the role of teacher as a result of this process? Did the unit go as expected? What would you change or modify for future instruction? Describe and explain how planning, teaching, and assessing this unit enabled you to meet the Teacher Quality Standards. Indicate clearly and explicitly the many ways in which you met the standards stated in your unit planning.

Many resources for successfully completing the Capstone Unit of Instruction are posted in the Canvas shell for EDEL 454. Your University Supervisor and Mentor Teacher are considered to be your primary mentors, coaches and advisors for this endeavor.

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| CAPTONE RUBRIC | **DEVELOPING** | **PROFICIENT** | **ADVANCED** |
| **PART 1**  **TITLE PAGE and** **TABLE OF CONTENTS** | [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]Title Page contains all the following:1. Title of Unit2. Grade level taught3. Teacher candidate’s name4. Cooperating teacher's name5. Dates unit was taught6. School and school district |
| **PART 2 RATIONALE STATEMENT** | [9 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. | [12 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.  |
| **Part 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. |
| **PART 4** **LESSON PLANS** | [9 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. | [12 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. |
| **PART 5 EXTENSION,****MODIFICATION, & ADAPTIVE 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. |
| **PART 6 INSTRUCTING STUDENTS AND SUPPORTING LEARNING** | [15 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 require active thinking.Candidate struggled with maintaining a positive classroom environment that was conducive to student learning. Students appeared to be off-task, frustrated or bored in response to instruction.Candidate responses do not address student concerns, are inaccurate or are unlikely to guide development of important skills and attitudes. | [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.Candidate establishes a positive classroom environment that is well managed and conducive to learning.Candidate responses build on student input to guide development of skills and attitudes in ways that enhance understanding. | [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 that require higher-level thinking and decision-making.Candidate establishes a positive classroom environment that supports and enhances student learning.Candidate responses scaffold on students’ prior learning in ways that contribute to understanding and facilitate the active construction of knowledge. |
| **PART 7 RESOURCES** | [3 points]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.  | [4 points]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. | [5 points]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. |
| **PART 8 EVALUATIVE ESSAY** | [9 points]Essay does not clearly communicate the effects of instruction on student learning. Analysis of learning is not grounded in assessment results tied directly to the achievement of content standards and the unit goal(s). Assessment is anecdotal only; quantitative and qualitative data are not used to evaluate individual and / or whole-class achievement. Assessments do not appear to be aligned with instruction, learning experiences, and curriculum standards. Few or no representative examples of students’ work are included. | [12 points]Essay clearly communicates the effects of instruction on student learning by comparing pretest and posttest results.Analysis of assessment results is tied to the achievement of curriculum standards and the unit goal(s). Both quantitative and qualitative evidence of learning are used to evaluate individual as well as whole-class achievement. Representative examples of students’ work at different levels of proficiency are provided to illustrate the nature and type of learning that took place relative to curriculum standards and unit goal(s). | [15 points]Essay clearly communicates the effects of instruction on student learning through pretest and posttest results. Analysis of assessment results is tied to individuals’ achievement of curriculum standards and unit goal(s). Quantitative and qualitative data are combined to evaluate individual and whole-class achievement. Multiple assessments are aligned with the content standards and lesson objectives.Assessment instruments have clear directions and scoring procedures that facilitate valid and reliable interpretations of student learning.There is evidence of providing students with constructive feedback. Representative examples of students’ work at different levels of proficiency are provided to illustrate the kind and degree of learning that took place relative to curriculum standards and unit goal(s). |
| **PART 9 REFLECTIVE ESSAY** | [9 points]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 Colorado Teacher Quality Standards (TQS). | [12 points]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 Colorado Teacher Quality Standards (TQS).Using artifacts and examples of classroom practice, candidate reflected on all TQSs not directly addressed in the thematic unit. | [15 points]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 Teacher Quality Standards (TQS). Self-assessment, along with feedback from candidate’s cooperating teacher, university consultant and university faculty, are evident in the reflective essay.Demonstrated insight into practice by articulating strategies for improving instruction and support of student learning. |

**TOTAL POSSIBLE POINTS: 100** |

# RESOURCES

Association of Teacher Educators (1999). *Standards for Field Experiences in Teacher Education*. Association of Teacher Educators. Reston, VA.

Chiarelott, L., L. Davidman, & K. Ryan (1994). *Lenses on Teaching*. New York: Harcourt Brace.

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Elliott, P. & R. Mays (1979). *Early Field Experiences in Teacher Education (Fastback 125).* Bloomington: Phi Delta Kappa.

Grant, C. & K. Zeichner (1984). *On Becoming a Reflective Teacher. In Preparing for Reflective*

 *Teaching.* Boston: Allyn and Bacon.

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 *Introduction to Education* (2d Ed.). Connecticut: Dushkin Publishing Group, Inc.

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Sleeter, C. E. (2008). Preparing White teachers for diverse students. In M. Cochran- Smith, S. Feiman-Nemser, D. J. McIntyre, & K. E. Demers (Eds.) *Handbook of research on teacher education: Enduring questions in changing contexts* (3rd Ed.). (pp. 559-582) New York: Routledge.

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