



# *Early Childhood Practicum Handbook*

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**For UNC Teacher Candidates, UNC Supervisors, and Mentor Teachers**

*Early Childhood PTEP*

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## COURSE INFORMATION

Course Title:	EDEC 464 – Practicum
Credit Hours:	1 credit (as a part of EDEC 464, a 4 credit class)
Prerequisites:	3.00 GPA
Course Instructor:	Dr. Amanda Rutter

## Course Description

A semester long experience in a K-3 classroom where the teacher candidate demonstrates effective teaching from a culmination of prior knowledge, skills and behaviors. A-F graded as a part of EDEC 464.

This is a course designed to provide a program of experiential learning activities in the teacher candidate’s content area within an approved school setting and under the supervision and coordination of UNC faculty and public/charter/private school personnel (cooperating/mentor teacher). Emphasis is on the development of competencies in the areas of planning, instructional methods and assessment, classroom management and organization, content knowledge, literacy, individualization of instruction, diversity, human relations and communication, professionalism, and the use of materials and resources. Further emphasis is placed on reading instruction.

Practicum course activities and field experiences include 80 hours of observations and engaging in teaching. A full practicum assignment is defined as a minimum of 80 hours of 10 weeks in a school setting. During practicum, the teacher candidate works collaboratively with the cooperating teacher to teach 3 or more lesson plans and engage in instruction and other school related professional roles.

## Course Objectives and Standards Met

Course Objectives (in the form of outcomes)	CO Teacher and Special Services Professional Licensure Standards ( <a href="#">Teacher Quality Standards - 5.00</a> )	CO Early Childhood Education ( <a href="#">Ages Birth-8 Teaching Endorsement - 4.01</a> )	CO <a href="#">Elementary Literacy Standards - 4.02(5) - (13)</a>	<a href="#">CO CLD Standards for (5.12)</a>	<a href="#">Colorado Competencies for Early Childhood Educators and Administrators</a>	<a href="#">NAEYC</a>	Readings & Assignments
Develop classroom environments that are inclusive, visually rich, and which encourage the learning and teaching of literacy instruction to young children.	5.02(1) 5.02(2) 5.02(3)	4.01(1)(a) 4.01(1)(b) 4.01(8)(i)			CGDL1.2	1a 1b 1c 1d	<p><b>Readings:</b> Chaparro-Moreno, L., Justice, L. M., Logan, J. A. R., Purtell, K. M., &amp; Tzu-Jung, L. (2019). The preschool classroom linguistic environment: Children’s first-person experiences, <i>PLoS ONE</i>, 14(8), 1-21. Pyle, A., Prioletta, J., &amp; Polisczuk. (2017). The play-literacy interface in full-day kindergarten classrooms. <i>Early Childhood Education Journal</i>, 46(1), 117-127.</p> <p><b>Activities:</b> Class discussions, class activities, weekly content</p>

							quiz, practicum journal, final comprehensive exam.
Design, implement, and assess integrated language arts and social studies according to the standards established by the school district, the state (including the READ Act), and Nationally appropriate professional organizations.	5.01(1) 5.01(2) 5.01(3) 5.03(3)	4.01(1)(a) 4.01(8)(a) 4.01(8)(d)	4.02(5)(a-g) 4.02(6)(a)(i) 4.02(6)(b)(ii) 4.02(6)(b)(iv) 4.02(6)(e) 4.02(6)(f) 4.02(7)(a,b,c,d,f) 4.02(8)(a,b,c,d,e) 4.02(9)(a-e) 4.02(10)(a,b,c,d,e,f,h) 4.02(11)(a-e) 4.02(12)(a-f)	5.13(1) 5.13(2) 5.14(1) 5.14(2) 5.15(1) 5.15(2)	TP13.1 TP13.2 TP14.1 TP14.2 TP15.1 TP15.2 TP17.1 TP17.2 TP18.1 TP18.2 TP19.1 TP19.2	1a 1b 1c 4b 4c 5a 5b 5c	<b>Readings:</b> Ch 3, 4, 6, 11, from <i>Steps to Success: Crossing the Bridge Between Literacy Research and Practice</i>  <b>Activities:</b> Class discussions, class activities, weekly content quiz, teaching strategies presentation, practicum journal, lesson plans and lesson plan reflections, final comprehensive exam.
Demonstrate expertise in teaching children with various learning styles in order for each child to grow and develop well socially, academically, emotionally, and physically.	5.03(1)	4.01(1)(a) 4.01(1)(b)		5.12(1)	CGDL1.1	1a 1b 1c	<b>Readings:</b> Ch 3, 4, 6, 11, from <i>Steps to Success: Crossing the Bridge Between Literacy Research and Practice</i>  <b>Activities:</b> Class discussions, class activities, weekly content quiz, practicum journal, final comprehensive exam.
Demonstrate the ability to apply the science of reading and developmentally appropriate practices in teaching language arts.	5.03(1) 5.03(5)	4.01(1)(a) 4.01(1)(b)	4.02(5)(a-g) 4.02(6)(a)(i) 4.02(6)(b)(ii) 4.02(6)(b)(iv) 4.02(6)(e) 4.02(6)(f) 4.02(7)(a,b,c,d,f) 4.02(8)(a,b,c,d,e) 4.02(9)(a-e) 4.02(10)(a,b,c,d,e,f,h) 4.02(11)(a-e) 4.02(12)(a-f)	5.12(1) 5.13(1) 5.13(2) 5.14(1) 5.14(2) 5.15(1) 5.15(2)	CGDL1.1	1a 1b 1c 4b 4c 5a 5b 5c	<b>Readings:</b> Ch 3, 4, 6, 11, from <i>Steps to Success: Crossing the Bridge Between Literacy Research and Practice</i> Erickson, J. D. (2016). Maintaining developmentally appropriate literacy practices in standardized classrooms: a Freirean framed review of the literature. <i>Early Childhood Development and Care</i> , 188(3), 296-309. Zhang, C., & Quinn, M. F. (2018). Promoting early writing skills through morning meeting routines: Guidelines for best practices. <i>Early Childhood Education Journal</i> . 46, 547-556.  <b>Activities:</b> Class discussions, class activities, weekly content quiz, teaching strategies presentation, practicum, journal, lesson plans and lesson plan reflections, final comprehensive exam.
Intentionally select and use formal and informal assessments that are grounded in the science of reading and developmentally appropriate practice to evaluate students' learning and be able to use said assessments to improve instruction.	5.03(2)	4.01(2)(a) 4.01(2)(b) 4.01(1)(c)	4.02(7)(a,b,c,d,f)	5.12(2)	COA1.1 COA1.2 COA2.1 COA2.2 COA3.1 COA3.2 COA5.1 COA5.2	3a 3b	<b>Readings:</b> Ch 5 from <i>Steps to Success: Crossing the Bridge Between Literacy Research and Practice</i>  <b>Activities:</b> Class discussions, class activities, weekly content quiz, practicum journal, final comprehensive exam.

Experience and understand the importance of strong collaboration with special education teachers, technology teachers, and school psychologists in meeting each child's individual needs.	5.02(3) 5.02(4) 5.04(1) 5.04(4)	4.01(1)(c) 4.01(6)			CGDL10.2 CGDL10.3	6c 6d	<b>Readings:</b> Ch 8, 9 from <i>Steps to Success: Crossing the Bridge Between Literacy Research and Practice</i>  <b>Activities:</b> Class discussions, class activities, weekly content quiz, practicum journal, final comprehensive exam.
Develop and implement scientifically based literacy instruction which integrate the areas of language arts into other content instruction.	5.01(1) 5.01(2) 5.01(3)	4.01(8)(a) 4.01(8)(c) 4.01(8)(d) 4.01(8)(e) 4.01(8)(f) 4.01(8)(g) 4.01(8)(h) 4.01(8)(i)	4.02(5)(a-g) 4.02(6)(a)(i) 4.02(6)(b)(ii) 4.02(6)(b)(iv) 4.02(6)(e) 4.02(6)(f) 4.02(7)(a,b,c,d,f) 4.02(8)(a,b,c,d,e) 4.02(9)(a-e) 4.02(10)(a,b,c,d,e,f,h) 4.02(11)(a-e) 4.02(12)(a-f)	5.12(1) 5.12(2) 5.13(1) 5.13(2) 5.14(1) 5.14(2) 5.15(1) 5.15(2)	TP13.1 TP13.2 TP14.1 TP14.2 TP15.1 TP15.2 TP17.1 TP17.2 TP18.1 TP18.2 TP19.1 TP19.2	1a 1b 1c 4b 4c 5a 5b 5c	<b>Readings:</b> Ch 3, 4, 6, 11, from <i>Steps to Success: Crossing the Bridge Between Literacy Research and Practice</i> Put Reading First: The Building Blocks for Teaching Children to Read K-3.  <b>Activities:</b> Class discussions, class activities, weekly content quiz, teaching strategies presentation, practicum journal, lesson plans and lesson plan reflections, final comprehensive exam.
Demonstrate expertise in using the Arts (drama, music, visual arts, storytelling, and movement) with young children in order to provide multiple ways in which young children can communicate and express their ideas and experiences.	5.03(1)	4.01(8)(a) 4.01(8)(b) 4.01(8)(c) 4.01(8)(e) 4.01(8)(f) 4.01(8)(g)			TP38.2 TP39.2 TP40.1	1a 1b 1c 4b 4c 5a 5b 5c	<b>Readings:</b> Hancock, D. R., & Wright, S. W. (2018). Enhancing Early Childhood Development Through Arts Integration in Economically Disadvantaged Learning Environments. <i>The Urban Review</i> , 50, 430-446. Dumont, E., Syurina, E. V., Feron, J. M., & van Hooren, S. (2017). Music interventions and child development: A critical review and further directions. <i>Frontiers in Psychology</i> , 29(8), 1-20. Lu, C., & Montague, B. (2016). Move to learn, learn to move: Prioritizing physical activity in early childhood education programming. <i>Early Childhood Education Journal</i> , 44(5), 409-417.  <b>Activities:</b> Class discussions, class activities, weekly content quiz, practicum journal, final comprehensive exam.
Demonstrate successful field experiences with children from diverse cultural and socio-economic backgrounds.	5.02(2) 5.02(3)	4.01(3)(b)		5.13(2)	FCP4.1 FCP4.2 FCP5.1 FCP5.2	2a	<b>Readings:</b> Ch 12 from <i>Steps to Success: Crossing the Bridge Between Literacy Research and Practice</i>  <b>Activities:</b> Class discussions, class activities, weekly content quiz, practicum journal, final comprehensive exam.

## PRACTICUM INFORMATION

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### Requirements

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During Practicum, UNC ECE teacher candidates complete:

- **A minimum of 80 field hours in K-3 classrooms in Colorado**
  - This is understood to be the equivalent of 10 full days in the classroom. You should arrive before school starts and stay with your mentor teacher after school until he/she dismisses you.
    - For Fall 2021 you will have Thursdays and Fridays available to complete your practicum hours in the UNC arranged practicum placement.
  - You are expected to interact with the students, but also to observe both instruction and student response to instruction.
    - If you take notes in the classroom, please be discrete.
    - Use pseudonyms when describing a child's actions or words.
    - Write your thoughts with the awareness that the teacher, a parent, or a child might inadvertently read them.
  - If you are ill or otherwise unable to attend during the assigned hours, it is your responsibility to notify your mentor teacher before school starts.
  - You and your mentor teacher will complete the Professional Dispositions Rubric (PDQ).
  - Your mentor teacher will complete a final evaluation form for you.
    - The FAF is the form that your supervisor and mentor teacher will use when they observe you during practicum teaching.
      - This is the form used during student teaching as well, so some of the items may not apply to you at this time.
      - At this point, you should receive most of your marks in columns 2) Partly Proficient and 3) Proficient with an occasional score in the fourth column. This will allow you to show growth over time.
- **A minimum of three lesson plans**
  - These lessons may be whole or small group.
  - The lessons should be carefully planned and approved by your mentor teacher before you teach them.
  - The lessons should be based on the curriculum already established for the classroom, although, with your mentor teacher's guidance, you may apply your personal touch to the lesson.
  - One of these lessons will be observed and evaluated by a UNC ECE professor.
  - You will need to make an appointment with that professor for the observation and provide a detailed lesson plan prior to teaching it.
  - One lesson will be observed and evaluated by your mentor teacher.

Practicum placements are arranged by the Placement Officer and may not be changed or altered by students themselves (students may not ask the mentor teacher, principal, or school for a new placement arrangement as this violates UNC policies). Once placements are made, they typically are not changed unless done so by the placement school themselves of their own accord. Any changes to the placement made by the school or principal need to be communicated with the Placement Officer (Lynette Kerrigan).

If a placement is terminated due to poor performance or dispositions of the candidate, a 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 of the STE Placement Office, program coordinator and teacher candidate will determine next steps in the program.

## Resources

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- STE contact information: <http://www.unco.edu/teach>

## Expectations for Practicum Students

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- 1) Maintain professional standards for teacher candidates, both at the University and at the school. Conduct yourself in a mature, responsible and professional manner and maintain an appropriate personal appearance. Be discrete about and show respect to the school, the mentor teachers, the students, and the community.
- 2) Wear ID badge at all times when in school setting.
- 3) Become informed about the students and the content you will teach.
- 4) Provide adequate time to prepare your work for the classroom.
- 5) Plan lessons with the mentor teacher for inspection and recommendations prior to teaching the class. Your plans should be placed in your Professional Portfolio and be made available to your University Supervisor on each visit.
- 6) Conform to the school's rules, policies, and local standards of behavior. Adjust to, rather than try to change, the situation in the classroom or your assigned school. You are a guest in the school to gain professional development.
- 7) Call the school office and your cooperating teacher by 7:00 a.m. in the event you are ill and cannot be at your assignment. Notify your supervisor via e-mail or phone on the same day.
- 8) Return school materials, textbooks, resource materials and student records on or before the last day of practicum.
- 9) Discuss your progress and concerns with your mentor teacher and university supervisor.
- 10) Accept constructive criticism and suggestions that assist your professional and personal growth.

## Live Text

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Teacher Education programs across the nation are highly regulated by various standards from the state and/or professional organizations. A majority of teacher education programs in the nation enrolling more than 250 teacher candidates use an electronic data management system for program assessment and improvement to benefit the students. At UNC Live Text is required for field experience assessment submissions and is used for documentation of field hours, lesson evaluations, professionalism evaluation, Work Sample/Capstone units and serves as a portfolio tool for future employment and as a teaching resource. Additionally Live Text will be used in some educator preparation courses.

Students pay a one-time UNC program fee to cover the cost of a 7-year Live Text account.

### Student Live Text Registration Information

**AFTER** you receive an email from UNC (in your Bear Email), please follow these instructions:

Go to [www.livetext.com](http://www.livetext.com) and click on the **REGISTER** tab at the top of the LiveText homepage.

- Click the **Register** button under **Register Membership**. The registration form opens.
- Select the radio button for **Student**.
- Enter the **16 character key code** that was provided to you in the email.
- **Register Your Student Membership**.

- Please complete your profile to the best of your ability. Name, Date of Birth, and Institution and Email Addresses are required fields. **Use your bear email address for BOTH the school email and the personal email!**
- Create Your LiveText Membership Account.
  - You will be prompted to create a unique username and password. When creating a username, the name will be compared to all LiveText users. If you receive the message “Username is already taken”, you will have to modify your username.
- **Select a security question** from the dropdown menu. This may be used in the username/password recovery process.
- **Select the Terms of Service** check box and **Click the Register My Membership Account** button to complete the registration process.
- Account Activation completed.

After successfully completing the registration process, LiveText will display a screen with your newly created username and password.

Your login information will also be sent to the email address provided during account registration.

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**After the UNC Add/Drop date for course registration**, your field placement will be created in Live Text. At that time you, your mentor teacher and your UNC supervisor will receive an email indicating the placement has been made. Your mentor teacher will also receive instructions to set up a user name and password if they have never used Live Text before.

**\*Please note: the manual entry of placements in Live Text can take several weeks. Please be patient and wait to receive the email letting you know your placement is active.\***



Dear Mentor Teacher,

Thank you very much for welcoming our early childhood students. They will learn so much from your experiences and expertise.

These students are completing an early childhood teacher education degree with a license to teach children from birth to age 8. Each student has had many field experiences and early childhood coursework, so you can ask him/her to teach small groups, full-group lessons, work with individual children, take the children to specials, and so on. Please feel free to individualize your practicum student's experiences.

The requirements for each student include:

- Students must be present for 80 to 90 hours of instructional classroom time. They will be in your classrooms all day on Thursdays or Fridays unless other times are arranged between you and your student.
- Your student will have assignments to complete for his/her methods classes. These assignments will include observation of instructional activities and teaching as many as three lessons during their practicum. These lessons should be carefully planned prior to presentation and based on the current classroom curriculum. With your permission, I or another professor will visit to observe the student teach a lesson. We would ask that you also provide a lesson evaluation using the Field Assessment Form (FAF) in Live Text.
- We do ask that you complete a professional dispositions rubric, and a final evaluation of your student in Live Text. Please provide me a pdf copy of these evaluations via email. The lesson observation form and final evaluation are also used in student teaching, so some of the criteria may not apply.
- Teacher candidates are expected to follow the daily school schedules while they are in their practicum semester unless otherwise approved by you.
- Students are encouraged to take part in a variety of learning activities during their practicums, which may include observations of specials, attending staff meetings at your school, and so on.
- You will be provided a Live Text account at no charge to you, to submit the documents requested. More information about this can be found on page 6 of this handbook.

Thank you again for mentoring a pre-service early childhood practicum student. Please let me know if you have any questions or would like additional information. I am best reached by email or you may call me on my office phone (970-351-2035).

Sincerely,

Amanda Rutter, Ed.D. Pronouns: she, her, hers  
UNC | UNIVERSITY of NORTHERN COLORADO  
**Assistant Professor & Early Childhood Program Coordinator**  
Office Phone: [\(970\) 351-2035](tel:970-351-2035)  
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7/30/2021



## MENTOR TEACHER INFORMATION

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### Information and Expectations

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#### What is Practicum?

The practicum for UNC students is where students gain practical work experience. This practical work experiences emphasizes the important of learning by doing and also provided students and opportunity to transfer their knowledge gained in their degree program to actual work.

#### How is Practicum different from Student Teaching?

Student teaching is much more involved than practicum. Student teaching *is* the course, whereas practicum is a part of the methods course block. Practicum is the stage before student teaching. Practicum gives teacher candidates the opportunity to be exposed to K-3 classrooms, curriculum, and teaching practices, as well as to learn from a high-quality classroom teacher prior to the student teaching experience. Thus, during practicum, the goal is to give students a solid foundation of what great classroom instruction looks like, how it is planned, implemented, assessed, and to help build practicum students confidence before student teaching.

#### How to you support the practicum student:

1. Demonstrate professionalism.
2. Help the practicum student become informed about the students and the content being taught.
3. Find ways for the practicum student to jump into the classroom routines, instruction, etc.
4. Provide feedback on lesson plans and classroom practices.
5. Discuss the progress of the practicum student and any concerns with them and their university supervisor.
6. Provide constructive criticism and suggestions that assist the practicum students' professional and personal growth.

### Paperwork to submit

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#### Required:

1. Professional Dispositions Rubric in Live Text.
2. Lesson Observation Evaluation using FAF form in Live Text.
3. Final Evaluation of teacher candidate (Program Completer) in Live Text.

#### Optional/as needed:

1. Student teacher Concern Form. Please submit **as soon as you realize** there is a serious problem with student's attitude, pedagogy, performance, or knowledge. Make sure to discuss with UNC Supervisor.

#### 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/>

This is a **two-step process!** Step one, application for UNC Non-Degree seeking student status, must be completed by the appropriate deadline below. Upon completion of step one, you will received an email with step two instructions and additional deadlines. If you do not complete step one by the deadlines listed below you will automatically receive paperwork to process the stipend payment at the end of the semester. We are sorry, however LATE CREDIT REQUESTS CANNOT BE HONORED.

Non-Degree Student enrollment deadlines:

Spring semester hosting, Add Deadline is March 20<sup>th</sup>

Fall semester hosting, Add Deadline is October 20<sup>th</sup>

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](mailto:lynette.kerrigan@unco.edu) to request this form.

## FORMS

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### Professional Dispositions Rubric (PDQ)

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

Course: \_\_\_\_\_; Practicum: \_\_\_\_; Student Teaching \_\_\_\_ Date: \_\_\_\_\_

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

The purpose of this document is to serve as a conversation starter between teacher candidates, their cooperating 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.

**Cooperating 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:

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

<b>Professional Dispositions Qualities (PDQ) Categories</b>	<b>Unacceptable (1)</b>	<b>Approaching (2)</b>	<b>Target (3)</b>	<b>Recommendations/Commendations</b>
1. Professional appearance	<input type="checkbox"/> Inconsistently meets the school dress code	<input type="checkbox"/> Generally meets the school dress code and maintains professional appearance	<input type="checkbox"/> Consistently meets the school dress code and maintains professional appearance	
2. Attendance	<input type="checkbox"/> Chronic absence/excessive tardiness; or absence(s) without prior notice	<input type="checkbox"/> Generally punctual with no absences without prior notice	<input type="checkbox"/> Consistently meets expectations for attendance and punctuality. Any absence is approved in advance.	
3. Professional responsibility	<input type="checkbox"/> Cannot be consistently counted upon to meet deadlines or keep professional commitments to colleagues and students	<input type="checkbox"/> Generally meets deadlines and keeps professional commitments to colleagues and students	<input type="checkbox"/> Consistently meets deadlines, keeps professional commitments to colleagues and students	
4. Ethical behavior	<input type="checkbox"/> Speaks without regard for tact and/or confidentiality; has difficulty maintaining professional boundaries	<input type="checkbox"/> Generally demonstrates tactfulness and/or confidentiality; generally maintains professional boundaries	<input type="checkbox"/> Consistently demonstrates tactfulness and/or confidentiality; maintains professional boundaries	
5. Response to feedback	<input type="checkbox"/> Asks only procedural questions; shows resistance to critique and input regarding performance	<input type="checkbox"/> 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	<input type="checkbox"/> 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	<input type="checkbox"/> Does not take responsibility with integrity; blames others	<input type="checkbox"/> Self-evaluates and makes small changes that are generally procedural	<input type="checkbox"/> Self-evaluates in a realistic way; makes thoughtful changes based upon reflection; views teaching as a learning process	

<b>Professional Dispositions Qualities (PDQ) Categories</b>	<b>Unacceptable (1)</b>	<b>Approaching (2)</b>	<b>Target (3)</b>	<b>Recommendations/Commendations</b>
7. Collaboration	<input type="checkbox"/> Avoids professional collaboration and/or detracts from a collaborative culture; gossips about colleagues; and/or tends to be openly critical of others	<input type="checkbox"/> Works with others in a positive way; contributes to group success; minimizes gossip; generally willing to grow	<input type="checkbox"/> 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	<input type="checkbox"/> Does the minimum required work at the prompting of supervisors; lacks initiative or resists various endeavors	<input type="checkbox"/> Generally demonstrates initiative and enthusiasm for various endeavors	<input type="checkbox"/> Demonstrates initiative; is enthusiastic about a variety of endeavors	
9. Respect for diversity	<input type="checkbox"/> Demonstrates lack of respect for diversity of colleagues and students	<input type="checkbox"/> Respects diversity of colleagues and students	<input type="checkbox"/> Respects diversity of colleagues and students and models culturally responsive interactions with others	
10. Student engagement	<input type="checkbox"/> Presumes that most learners can learn and be successful	<input type="checkbox"/> Expects all learners to learn and be successful, including those from diverse backgrounds and with exceptional learning needs	<input type="checkbox"/> Expects and promotes opportunities for all learners to be successful, including those from diverse backgrounds and with exceptional learning needs	
11. Communication skills	<input type="checkbox"/> Frequently uses inappropriate language; poor use of conventions, spelling and grammar; written work does not follow professional syntax	<input type="checkbox"/> Generally speaks appropriately for the given situation and uses conventions correctly including grammar and syntax	<input type="checkbox"/> Speaks appropriately as a professional role model; consistently edits work for correct conventions, construction and grammar	
12. Portrays professional competence and confidence	<input type="checkbox"/> Inconsistently conveys confidence and competence when interacting with learners, peers, and/or colleagues in a large group situation	<input type="checkbox"/> Conveys confidence and competence when interacting with learners, peers, and/or colleagues in a large group situations	<input type="checkbox"/> Conveys a high level of confidence and competence when interacting with learners, peers, and colleagues in small and large group situations	

Total \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_/36

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

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

**Field Assessment Form-ECE & Elementary**

❶ Class: Practicum  or Student Teaching . ❷ Program: \_\_\_\_\_

❸ Teacher Candidate name: \_\_\_\_\_ ❹ Bear # \_\_\_\_\_

❺ Evaluator: UNC Supervisor  or Mentor Teacher . ❻ Print evaluator's name: \_\_\_\_\_

<b>CRITERIA</b>	<b>Developing (1)</b>	<b>Partially Proficient (2)</b>	<b>Proficient (3)</b>	<b>Accomplished (4)</b>	<b>Exemplary (5)</b>
<b>A CONTENT KNOWLEDGE</b>	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>B INSTRUCTION</b>	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).
<b>C ASSESSMENT</b>	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	Uses assessment to improve students' learning and teaching effectiveness. Uses a variety of formal and informal assessment strategies (including	Develops and uses a variety of formal and informal assessment strategies (including strategies for the Science of Reading when applicable), including rubrics,	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

		knowledge, skills, and dispositions.	strategies for the Science of Reading when applicable), to provide students with constructive feedback.	to promote learning, inform instruction, and meet content standards.	strategies (including strategies for the Science of Reading when applicable).
<b>D</b> <b>CLASSROOM</b> <b>MANAGEMENT</b>	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.
<b>E</b> <b>AFFECTIVE SKILLS</b>	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.



<p><b>F</b> <b>PROFESSIONALISM</b></p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>Consistently reliable, punctual, hard-working, willing and able to collaborate.</p> <p>Consciously learns and supports school's norms and traditions.</p> <p>Consistently demonstrates tactfulness and/or confidentiality; maintains professional boundaries. Self-evaluates in a realistic way; makes thoughtful changes based upon reflection; views teaching as a learning process.</p>
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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

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TEACHER CANDIDATE: \_\_\_\_\_

DATE: \_\_\_\_\_ SCHOOL: \_\_\_\_\_

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

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

Dates the Action Plan will be reviewed: \_\_\_\_\_

Signature: \_\_\_\_\_  
University Supervisor

Signature(s): \_\_\_\_\_  
Mentor teacher and/or Principal

Signature: \_\_\_\_\_  
Teacher Candidate

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