Early Childhood Student Teaching Handbook

For UNC Teacher Candidates, UNC Supervisors, and Cooperating Teachers

Early Childhood PTEP, 2019-2020

Amanda Rutter, Program Coordinator
Amanda.rutter@unco.edu
970-351-2035

Lynette Kerrigan, Placement Officer
Lynette.kerrigan@unco.edu
970-351-1623

Contents

STUDENT TEACHER INFORMATION

Assignments/Requirements

What	Who	What to do with it	Due on
1. Three completed and signed FAF forms.	Supervisor	Submit in Live Text	End of semester
2. Two completed and signed FAF forms.	Cooperating Teacher	Submit in Live Text	End of semester
3. Seminars	Supervisor	Schedule and teach three seminars; determine topic based on student needs.	Determined by Supervisor
4. Student Teaching Plan form	Teacher Candidate	Discuss with your Supervisor, make corrections if necessary	Week three
5. Mid-term evaluation form (pg. 15)	Cooperating Teacher	Review with Candidate and submit in hard copy to Supervisor	Week eight
6. Capstone project	Teacher Candidate	Upload to Live Text as an attachment. Graded by UNC Supervisor or program coordinator if out of area.	December 1/ May 4
7. PDQ	Cooperating Teacher, Supervisor and Teacher Candidate	Submit in Live Text	End of Semester
8. Diverse Field Experience Form	Teacher Candidate	Have form signed by UNC Supervisor and then upload to Live Text as an attachment.	End of Semester
9. Attendance	Teacher Candidate	Record only missed hours followed by made-up hours in Live Text	Weekly
10. Program Completer Evaluation	Cooperating Teacher, Supervisor and Teacher Candidate	Submit in Live Text	End of Semester
11. STE Final Evaluation	Cooperating Teacher, Supervisor and Teacher Candidate	Find at: http://www.unco.edu/cebs/teacher-education/partner-schools/field-experience-evaluations.aspx	End of Semester
12. Concern form, if applicable	Supervisor/ Cooperating Teacher	Contact Placement Officer, Lynette Kerrigan	Immediately

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 and maintain an appropriate personal appearance. Be discrete about and show respect to the school, the cooperating 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 on a weekly and daily basis and submit the plans to the cooperating 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. Participate in all of the activities expected of the regular classroom teacher. Duplicate your cooperating teacher's schedule which includes arriving and leaving at appropriate times.
8. Call the school office and your cooperating teacher by 7:00 a.m. in the event you are ill and cannot be at your assignment. Notify your supervisor via e-mail or phone on the same day.
9. Return school materials, textbooks, resource materials and student records on or before the last day of student teaching.
10. Attend school each day during the semester during regular school hours, including a minimum of 1 hour extra for planning (either before or after school, or split into 30 minutes before and after school). Student teachers must alert teachers ahead of time regarding all absences and make up all missed time during student contact hours.
11. Discuss your progress and concerns with your cooperating teacher and university supervisor. Discuss with your cooperating teacher the topic and schedule for your thematic unit. A weekly scheduled ½ hour meeting is recommended.
12. Accept constructive criticism and suggestions that assist your professional and personal growth.

Student Teaching Requirement

Introduction:
The Capstone Project is a unit of study that is developed and taught by the teacher candidate. There are several reasons as to the value of the Capstone Project. 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 cooperating teachers and university supervisor in completing the project.
- Teacher candidates are required to reflect on the components and overall quality of the unit by completing a Capstone Project. The Capstone 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 a proficient grade on the Capstone to pass their student teaching experience.

How to get started:
Teacher candidates are required to meet with their cooperating 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 cooperating teacher should then decide which unit the teacher candidate will teach. It is preferable that the Capstone unit be selected from the social studies, mathematics or the languages arts curriculum. After selecting the unit, the teacher candidate collaborates with the cooperating teacher to determine which lessons are to be integrated and what changes are appropriate to make the unit his/her own.

Capstone Project Guidelines:

The Capstone Project should:

- Be a unit that is selected directly from the district's curriculum. This ensures that the unit is relevant and meaningful, and complies with the district's accountability expectations.
- Modified to create an integrated unit that is designed by the student teacher, in collaboration with the cooperating teacher.
- Include a minimum of five (5) hours of instruction.
- Think about what lessons could 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 Project.
- Teach and assess with a pre-assessment and post- assessment. Administer the pre-assessment before you teach the unit and the post-assessment afterwards. This will enable you to analyze the quality of your unit and effectiveness of your 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 cooperating teaching. 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?
- What resources will I need to teach this unit?
- What types of genres of children's literature are available?
- Are there artifacts, simulations, songs, photographs, etc.? I could use?
- What human and material resources are available?

Capstone Project Components:

Title Page and Table of Contents – The "Title Page" appears first. You will include the following elements: 1. Your name, 2. Title of Unit, 3. Grade level taught, 4. Dates unit was taught, 5. Cooperating teacher's name, 6. UNC Supervisor's name, and 7. School and school district

Rationale Statement - 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. It provides the "rationale" for teaching the unit. Students and teachers need to know what will be learned as a result of participating in this unit. In this section, explain why your unit topic is an important one for young learners. Describe how students might use this knowledge "in the real world".

 Section 2: Community, School, and Classroom Setting – Describe the community, school, and classroom where you are student teaching. ***Please include a paragraph for the community description, a paragraph for the school description, and a minimum of one paragraph for the classroom description.*** Include information about the community, school, classroom setting, and 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 might be helpful). What kinds of technologies are available and will you use of any of them to teach and assess student learning? 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 individualize the teaching and learning process by designing lessons that challenge all students at an appropriate level of difficulty.

 Section 3: Meeting the Colorado Model Content Standards – Curriculum standards describe what students should learn, know, and be able to do as a result of participating in your unit. In this section, list all of the school district or Colorado Model Content Standards your unit addresses. If you are teaching outside Colorado, use standards that are applicable for your location. Be sure to include attention to the social studies and mathematics subject areas and at least one standard for each of these subject areas and corresponding objectives for each. Under each content standard write lesson objectives that describe how or what students will do to meet that particular standard. Remember that if you list a content standard then you are obligated to teach and assess students' learning on that standard. Also, make sure that you are able to explain how particular lesson objectives enabled students to meet particular standards. 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" (which is described below). ***Here is a suggestion. Develop your lesson plans first, along with appropriate content standards and lesson objectives; next, write (cut and paste) 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 find out what students already know or think they know about the unit topic. You will need to record and interpret pre-assessment scores for each individual student (using a pretest) as well as for the whole class (for example, using a KWL chart). 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). Pre-assessment data can also be used to revise the unit before teaching it, for example, by changing some of the content or instructional strategies you use, to make more informed decisions about individualizing instruction, and to alter or modify how you will assess student learning.

B. For **formative assessment**, describe the techniques you will use to facilitate students' acquisition of knowledge and skills by providing constructive feedback that, at the same time, allows the teacher to keep track of students' progress on a daily basis. This is the time when teachers are constantly "on their feet" monitoring the learning process, helping students learn 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 and make presentations to real audiences. Remember that **multiple assessments** provide a much more complete and "fair" representation of what a student really knows and is able to do compared to any single or "one-shot" assessment.

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. Be sure the three forms of assessments are aligned with the content standards and lesson objectives; in other words, be sure that you teach students to the standards and assess their learning in terms of the standards.

Unit Goal – 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. For example, the unit goal for a unit on Colorado History might state: "Students will understand how our state has grown and changed over time. From the period of early exploration to the present day, I want my fourth graders to become familiar with specific contributions made to the development of Colorado by its rich diversity of people and natural resources." At least one statement that indicates attention to mathematics and social studies will signal that your Capstone Project attends to both these subject areas.

Lesson Plans –Develop enough instruction for one full week of integrated teaching and learning: plan on teaching the unit for approximately five hours. For each lesson specify how you will determine what students already know about your lesson's topic (pre-assessment), how you will monitor students' progress in meeting content standards during the lesson (formative assessment), and how you will evaluate students' work at the end of the lesson (summative assessment). Good assessment tells the teacher as much about the effectiveness of her or his own instruction as it does about what students learned and how they learned it. Keep this point in mind when writing your "evaluative" and "reflective" essays (described below).

Possible Extension Activities – 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 activities – you do not need to design lesson plans for each extension. **A simple one-paragraph description for each extension will suffice.*** This component provides evidence of your ability to engage students in meaningful instructional tasks and monitor their understanding.

Instructing Students and Supporting Learning
Overview of Tasks:
Write a commentary of about 1,500 words 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.

These are the 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 form 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 the 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, 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.

Resources Used- Include all of the resources you used to teach this unit. You may organize your resources by indicting how they are most appropriate 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", and videotapes, simulations, artifacts, museums, social agencies and guest speakers might also be listed under separate categories.

Evaluative Essay- 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 always include examples of several students' work on various projects and assignments at several different levels of performance. Use narrative to explain quantitative results and what students learned. Present and explain your assessment results in ways that the reader can use to evaluate the extent to which your students met content standards. Hence, this essay should be written as a technical report consisting of both qualitative and quantitative evidence and analyses of student learning. 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 (i.e., what students learned as a class) should also be included.

Reflective Essay-This essay is about your competence! One major reason for planning, implementing, and evaluating this unit is to give you practice teaching and assessing student learning over time in a real school classroom. This work sample is a very authentic task for teachers. As you plan, teach, and assess students' learning, you will be meeting many of the Colorado Teacher Quality Standards. In this essay, first reflect on your competence as a teacher. What did you learn as a result of the process? Did the unit go well? What would you change or modify? Secondly, describe and explain how planning, teaching, and assessing this unit enabled you to meet the Colorado Teacher Quality Standards. Please indicated clearly and explicitly in this Reflective Essay ways in which you met Quality Standard 1 – "Teachers demonstrate mastery of and pedagogical expertise in the content they teach."

CAPSTONE PROJECT CRITERIA
Early Childhood Teacher Education Program
University of Northern Colorado

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 of the following: 1. Title of Unit 2. Grade level taught 3. Teacher candidate's name 4. Cooperating teacher's name 5. Dates unit was taught 6. School and school district
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	[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.

		obscure what students are expected to do in order to learn.	
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).	[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).	[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

	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.	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).	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 (CTQS).	[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. Using artifacts and examples of classroom practice, candidate reflected on all PBSCTs 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 CTQS. 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

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

COOPERATING TEACHER INFORMATION

Paperwork to submit

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

Required:
1. Two FAF forms, submitted in Live Text and reviewed with teacher candidate.
2. Mid-term Evaluation form (pg. 15). Discuss with student teacher and submit to the UNC Supervisor t in the eighth week of student teaching.
3. Professional Dispositions Qualities Rubric (PDQ) in Live Text and reviewed with teacher candidate.
4. Program Completer Evaluation-Submit by the end of semester on Live Text. IMPORTANT: The teacher candidate will not receive a grade, unless the Final Evaluation form is submitted in a timely manner.
4. Final Evaluation of program and UNC Supervisor-complete here:

http://www.unco.edu/teach/undergraduate/elementary/resources/student_teaching_survey.html

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.

Compensation:

All UNC cooperating 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.***

In <u>addition</u> 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.

There is no longer a form needed to receive Graduate credit! Please use this link for more details and instruction: https://www.unco.edu/cebs/teacher-education/mentor-teachers/

If you do not complete the process to open a UNC Non-Degree Seeking student account and register for the appropriate credit 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.

Credit registration deadlines:
   Spring semester hosting, Add Deadline is March 20th
   Fall semester hosting, Add Deadline is October 20th

UNIVERSITY SUPERVISOR'S INFORMATION

Paperwork

What	What to do with it	Due on
3 completed and signed FAF.	Submit in Live Text	End of Semester
Seminars	Schedule and teach three seminars; determine topic based on student needs and consultation with Dr. O'Neil.	Determined by Supervisor
Student Teaching Plan form	Discuss with student teacher, ask for corrections if necessary, archive	Week three
Mid-term evaluation form	Review after submitted by Mentor Teacher and then discuss with student teacher.	Week eight

Capstone project	Help students to understand, and upload to Live Text. Grade using rubric in Live Text	End of Semester
Diverse Field Experience Form: www.unco.ede/teach/dfe.html	Sign if looks credible; check facts if necessary. Return to student for uploading into Live Text.	End of Semester
Professional Dispositions Qualities Rubric (PDQ)	Submit via Live text	End of Semester
Program Completer Survey (final evaluation of candidate)	Submit via Live Text	End of Semester
Final Evaluation of program and Cooperating Teacher	Complete at: http://www.unco.edu/cebs/teacher-education/partner-schools/field-experience-evaluations.aspx	End of Semester
Concern form, if applicable	Forward to Lynette Kerrigan	Immediately

Responsibilities

1. Attend the Orientation meeting. If you or the teacher candidate are unable to attend, contact them by phone BEFORE student teaching begins.
2. Visit the school in the first week of student teaching. Keep in mind, some student teachers begin before classes start at UNC.
3. Establish e-mail communication with your teacher candidates, encourage regular reflection and inquiry.
4. Review and discuss Classroom Schedule Form at first visit.
5. Schedule a meeting at the beginning of the semester with each of the cooperating teachers with whom you will work.
6. Complete PDQ.
7. Schedule and complete three full lesson observations, including a post-observation conference.
8. Schedule and conduct 15 hours of field seminars with the student teacher. Topics should be discussed with your teacher candidates, and may include: lesson planning, differentiated instruction, parent communication, job search, interview process, classroom management, student assessment, etc.
9. Complete mid-term and final evaluation on each candidate.

FORMS

FAF

❶Class: Practicum☐ or Student Teaching☐. ❷Program:_____

❸Teacher Candidate name: _____ ❹ Bear #:_____

❺Evaluator: UNC Supervisor ☐ or Mentor Teacher ☐. ❻ 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. Redirects students but not able to answer many of students' questions.	Substantial content knowledge; 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. Able to answer most questions. Integration of content is authentic, meaningful, and useful for students.	Expert knowledge of content. 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.	Instruction is coherent and focused. Lesson demonstrates substantial planning and thoughtful implementation. Learning is evident for most students.	Instruction is planned in detail and effective for all students. Attention to individual students' needs is evident. Students engaged in higher-level thinking.	Instruction is confident. Original lesson plan employs a variety of methods. Adapts instruction while teaching. Learning is evident for a wide range of learners.
C ASSESSMENT	No evidence of assessment. No connections made between assessment and instruction.	Some evidence of assessment. 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 assessments to provide students with constructive feedback.	Develops and uses a variety of formal and informal assessments, 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.
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 boundaries Self-evaluates in a realistic way; makes thoughtful changes based upon reflection; views teaching as a learning process.

COMMENTS: Attach another sheet to discuss student Strengths and Areas in Need of Improvement.

Evaluator Signature: **Date:**

Teacher Candidate Signature: **Date:**

Student Teaching Plan form

Name: _____

Turn a copy in to your Supervisor by week three

Week	Plan for the week; include description toward full teaching responsibilities, lessons to be taught, etc.

Sample of Student Teaching Plan Form

Week	Plan for the week; include description toward full teaching responsibilities, lessons to be taught, etc.
1	Familiarize self with students, staff, classes, and school. Participate in unit and staff meetings. Examine textbooks and curriculum guidelines. Observe administrative and procedural tasks. Work with small groups of students or one-on-one instruction. Take over morning routine and read aloud times. Gather resources for lessons and units. Begin planning for thematic unit and deciding tentative dates for assessing and teaching the unit.
2	Plan lessons with Cooperating Teacher (CT) and teach lessons under CT's supervision. Continue with all of the above from week 1). Take over one or two subject areas.
3	Plan and teach more lessons with CT and teach lessons under CT's supervision. Plan and teach your very own lessons and take over two or three subject areas. Work towards one full day of instruction. Continue with all the above (from weeks 1 and 2).
4-6	Prepare and teach lessons daily. Add teaching responsibilities until full teaching load is reached. Implement Capstone Project teaching.
7-15	Team-teach with cooperating teacher. Complete the Capstone Project; upload forms.
16	Visit other classrooms. Complete Exit Survey. Start job applications.

Mid-term Evaluation Form

Completed by Cooperating Teacher, discussed with student teacher by both cooperating teacher and UNC Supervisor

Cooperating Teacher information

- First name ....
- Last name ....

Teacher candidate Information

- First Name ....
- Last Name ....
- School, district ....
- Grade(s) ....

Teacher Candidates are expected to meet State standards and ECEI standards (but not all items below) at the Proficient or Advanced level by the end of the student teaching experience.
- Developing: Understands the standard, but performs inconsistently. Needs improvement to pass.
- Proficient: Consistently meets the standard's performance indicators. Passes.
- Advanced: Exemplary performance, consistently exceeding standards.
- N/A=Not observed

	Enter D (Developing), P (Proficient), A (Advanced), or N/A ↓
1. Uses the major concepts, principles, theories, and research related to development of children in teaching (1). Understands cognitive foundations of learning (V).	
2. Uses concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills. (2.1)	
3. Intentionally supports oral and written language development (I)	
4. Designs and implements age-appropriate inquiry lessons to teach science, with appropriate use of physical, life, and earth/space sciences concepts (2.2).	
5. Teaches the major math concepts (number and operations, algebra, geometry, measurement, and data analysis and probability) (2.3)	
6. Teaches the major concepts and modes of inquiry from the social studies (2.4).	
7. Uses the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts (2.5).	
8. Uses the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health (2.6).	
9. Uses human movement and physical activity to foster active, healthy life styles and enhanced quality of life (2.7)	
10. Designs appropriate standards-based lesson plans (III) based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community (3.1).	
11. Appreciates human diversity (IX), creates instructional opportunities that are adapted to diverse students (3.2)	
12. Differentiates instruction in response to needs of English Language Learners (VI)	
13. Differentiates instruction in response to needs of students identified as exceptional learners (VI)	
14. Uses technology effectively to increase student achievement (VII)	
15. Uses a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving (3.3)	
16. Fosters active engagement in learning, self-motivation, and positive social interaction and creates supportive learning environments (3.4)	
17. Applies sound disciplinary practices and intervention strategies in the classroom (V)	
18. Uses effective verbal, nonverbal, and media communication techniques (3.5)	
19. Uses formal and informal assessment strategies to plan, evaluate and strengthen instruction (4.0, III)	
20. Provides constructive feedback to students (III)	

21. Reflect on own practice; continually evaluate the effects of their professional decisions and actions on students, families and other professionals; actively seeks out opportunities to grow professionally (5.1)	
22. Establishes a positive collaborative relationship with families, school colleagues, and agencies in the larger community (5.2, V, X)	
23. Articulates and models the democratic ideal to students (VIII)	
24. Strives to meet the needs of all students in a caring, non-discriminatory, and equitable way (IX)	
25. Is vigilant to bias and prejudice (IX)	
26. Meets legal and ethical responsibilities of a teacher (X)	
27. Follows rules and policies (X)	
28. Is always present and on time, misses or is late only for a true emergency (X)	
29. Dresses and behaves professionally and appropriately for the situation (X)	
30. Demonstrates high quality work and a model work ethic (X)	
31. Is confident, takes on leadership roles when appropriate (X)	
32. Is held in high regard by others (X)	

Candidate's Strengths:

Areas for growth or improvement:

Signatures:

_____   _____   _____
Cooperating Teacher   Teacher Candidate   UNC Supervisor

TEACHER CANDIDATE: _____ DATE: _____ SCHOOL: _____

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

_____

_____

_____

_____

_____

_____

_____

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

_____

_____

_____

_____

_____

_____

_____

Dates the Action Plan will be reviewed: _____

Signature: _____
     University Supervisor

Signature(s): _____
     Cooperating teacher 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.

UNC Professional Disposition Qualities (PDQ) Rubric for Teacher Candidates

UNIVERSITY *of*
NORTHERN COLORADO

Teacher Candidate to be evaluated:_____

Course: _____;   Practicum: _____;   Student Teaching _____.

Completed by: _____ Title/Role: _____Date: _____

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:

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

Professional Dispositions Qualities (PDQ) Categories	Unacceptable (1)	Approaching (2)	Target (3)	Recommendations/ Commendations
1. Professional appearance	☐Inconsistently meets the school dress code	☐Generally meets the school 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 keep professional 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 based upon reflection; views teaching as a learning process	

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Professional Dispositions Qualities (PDQ) Categories	Unacceptable (1)	Approaching (2)	Target (3)	Recommendations/ Commendations
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 not follow 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 situations	☐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: _____

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