

Fall 2020 ECE Methods Practicum Handbook

In this document, you will find the following:

- Expectations for Student Participation
- Letter to Mentor Teacher
- Final Evaluation Form
- Field Assessment Form (FAF)

Expectations for Student Participation in the Practicum

- You will accumulate 80 hours of experience in this practicum. 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 2019, you will have Thursdays and Fridays available to schedule your practicum.
- 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 will plan and teach three lessons during your practicum. 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 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.
- 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.
- Your mentor teacher will complete a final evaluation form for you. This is the form used during student teaching as well, so some of the items may not apply to you at this time. As well, many of your scores may be Developing or Proficient which are appropriate for this point in your process of becoming a teacher. Please print it for your teacher and then bring it to UNC so we can put it into your file.
- The FAF is the form that your supervisor will use when they observe you during student teaching. Again, some of the items may not apply to you at this time, but this will give you a chance to see what will be expected during the student teaching semester. 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.

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:

1. Students must be present for 80 to 90 hours of instructional classroom time. They will be in your classrooms all day on Fridays or Thursdays unless other times are arranged between you and your student.
2. 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 the lesson. However, what you think is appropriate for your student to do within the context of your classroom is up to you. If you wish to observe a lesson, consider using the Field Assessment Form (FAF), but that is not obligatory.
3. We do ask that you complete a final evaluation of your student. You may choose to ask your student for a hard copy of the form or complete it online in Live Text. You can give the hard-copy to your student to turn in or you can email it to me as a pdf file. The final evaluation is the student dispositions for teaching rubric that is also used in student teaching, so some of the criteria may not apply.
4. Teacher candidates are expected to follow the daily school schedules while they are in their practicum semester unless otherwise approved by you.
5. 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.

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 cell phone (719-233-9409).

Amanda Rutter
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University of Northern Colorado
amanda.rutter@unco.edu
719-233-9409

Final Evaluation Form

Completed by Cooperating Teacher, discussed with student teacher.

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	
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)	

Enter D (Developing), P (Proficient), A (Advanced), or N/A ↓	
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	
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

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: _____

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 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.

<p align="center">D CLASSROOM MANAGEMENT</p>	<p>Behavior problems negatively affect learning. Little effort given to encouraging acceptable student behavior.</p>	<p>Some effort made to promote acceptable student behavior. Attempts appropriate intervention strategies and practices.</p>	<p>Manages routine behavioral problems and maintains control of the classroom. Applies sound disciplinary practices. Intervenes to create successful learning environments.</p>	<p>Creates a learning environment characterized by acceptable student behavior, efficient use of time, and disciplined acquisition of knowledge, skills, and dispositions.</p>	<p>Routine discipline problems prevented through engaging instruction. Establishes an accepting learning environment. Students exhibit self-control while encouraging others to control impulsive behavior.</p>
<p align="center">E AFFECTIVE SKILLS</p>	<p>Has difficulties relating to students. Resorts to disrespectful treatment. Displays inappropriate behavior towards students. Does not attempt to build positive teacher/student relationships.</p>	<p>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.</p>	<p>Works diligently to create a democratic classroom community. Students are treated with kindness and respect.</p>	<p>Establishes a democratic learning environment. Encourages students to care about their own learning, is sensitive to students' needs and feelings.</p>	<p>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>

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

Evaluator Signature:

Date:

Teacher Candidate Signature:

Date: