EDEL 602
Practicum Handbook

Master of Arts in Teaching:
Elementary Education with Licensure

School of Teacher Education
Fall 2016

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Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title Page</td>
<td>1</td>
</tr>
<tr>
<td>Table of Contents</td>
<td>2</td>
</tr>
<tr>
<td>Program Licensure Information</td>
<td>3</td>
</tr>
<tr>
<td>Mission Statement</td>
<td>3</td>
</tr>
<tr>
<td>Program Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>Program Outcomes</td>
<td>4</td>
</tr>
<tr>
<td>Program Implementation</td>
<td>5</td>
</tr>
<tr>
<td>Program Coursework</td>
<td>5</td>
</tr>
<tr>
<td>Suggested Practicum Experiences</td>
<td>6</td>
</tr>
<tr>
<td>Syllabus</td>
<td>7</td>
</tr>
<tr>
<td>Accommodation and Inclusivity Statements</td>
<td>11</td>
</tr>
<tr>
<td>Required Text and Suggested Readings</td>
<td>11</td>
</tr>
<tr>
<td>Online Resources and EDFE 130 Links</td>
<td>11</td>
</tr>
<tr>
<td>Course Requirements</td>
<td>12</td>
</tr>
<tr>
<td>Grading</td>
<td>13</td>
</tr>
<tr>
<td>Livetext information</td>
<td>14</td>
</tr>
<tr>
<td>Cooperating Teacher Information</td>
<td>15</td>
</tr>
<tr>
<td>Field Assessment Form</td>
<td>16</td>
</tr>
<tr>
<td>Concern Form</td>
<td>18</td>
</tr>
<tr>
<td>Self-Evaluation of Lesson</td>
<td>19</td>
</tr>
<tr>
<td>Hourly Log</td>
<td>20</td>
</tr>
</tbody>
</table>
MASTER OF ARTS IN TEACHING:
ELEMENTARY EDUCATION LICENSURE PROGRAM

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

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

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

Master of Arts in Teaching: Elementary Education Licensure
Program in Elementary Education, (grades K-6)
Program Outcomes

1. **Knowledge of Content** – Teachers have broad and deep knowledge of subject matter content, models of curriculum, technology, and educational theory and research that is used to increase students’ academic achievement.

2. **Knowledge of Instruction and Classroom Management** – Teachers know how to plan and implement instruction along with the ability to manage student interactions in ways that support learning and contribute to a positive classroom community.

3. **Assessing the Impact of Instruction on Student Learning** – Teachers design and use formal and informal assessments on a continuous and ongoing basis to evaluate the impact of curriculum and instruction on students’ learning.

4. **Professionalism, Communication, and Collaboration** – Teachers are professionals who communicate effectively with students and parents and collaborate with colleagues, administrators and other school professionals to solve problems and provide leadership in the areas of curriculum, instruction, and assessment.

5. **Knowledge of Diversity** – Teachers are responsive to the needs of diverse learners based on differences in regard to gender, primary language, socio-economic status, exceptionalities, and ethnic/racial identity.

**Eight philosophical beliefs guide our preparation of teacher candidates:**

1. Effective elementary teachers must have a strong foundation in the content they teach, including mathematics, science, social studies, and literacy. Teacher candidates have a broad liberal arts background as well as depth of pedagogical background.

2. The preparation of elementary education initial licensure candidates must be based on a shared commitment of all faculty involved, including those in the Colleges of Education, Arts and Sciences, Health and Human Sciences, and Performing and Visual Arts, as well as our colleagues in Host Schools.

3. An effective teacher education program must involve Host Schools that: a) provide an exemplary education for all elementary students; b) regularly engage teachers in professional development, c) support inquiry that advances knowledge of teaching and learning; and d) provide clinical settings for future educators.

4. Effective teacher candidates must be knowledgeable and skilled in: a) using technology as a tool to support student learning; b) designing, implementing, and interpreting the results of multiple methods of assessing student learning; c) aligning...
teaching strategies and assessment methods with student knowledge and performance standards; and d) addressing the needs of diverse groups of students.

5. Design and implementation of the program must be based on rigorous state, national, and professional organization standards and effective formative as well as summative performance-based assessment. The teaching success of teacher candidates is linked to elementary students’ learning.

6. Teacher candidates progress along a developmental teaching continuum from basic understanding to acquiring proficient beginning educator knowledge and performances.

7. Teacher candidates must have extensive and diverse supervised field experiences where they can connect knowledge of subject matter with educational theory and practice.

8. Teacher candidates must be prepared to initiate, mediate, and respond to the complexities of the change process in education. Capacities for personal vision building, deliberate inquiry, initiating and sustaining purposeful action and collaboration allow teacher candidates to participate as education change agents.

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

Master of Arts in Teaching: Elementary Education Licensure Program
Listed below are the courses required of all MAT: EEL teacher candidates:

EDF 500: Conceptions of Schooling
EDEL 303: Community Health in the Elementary School
EDEL 520: Effective Instruction in Elementary School Mathematics
EDEL 525: Integrated Methods: Art, Music, and Physical Education
EDEL 544: Full semester (16 weeks) of Student Teaching and Capstone Seminar.
EDEL 550: Effective Instruction in Elementary School Social Studies
EDEL 555: Effective Instruction in Elementary School Reading, Writing, & Communicating
EDEL 602: Practicum in Elementary Education (160 contact hours)
EDFE 125: PTEP Admission
EDFE 130: Student Teaching Application
EDRD 515: Content Literacy for Diverse Learners
EDSE 430: Exceptional Students in the Elementary Classroom
ET 501: Introduction to Applications in Educational Technology  
PSY 500: Educational Psychology for the Elementary Grades  
SCED 570: Effective Instruction in Elementary School Science  
EDEL 612: Elementary School Curriculum  
SRM 600: Research Methods

**Suggested Practicum Experiences**

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

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

2. Take attendance/lunch count, make announcements and class reminders, and if appropriate, learn how to conduct “morning opening” lessons.

3. Observe and help your teacher with a class newsletter; write a personal narrative for the newsletter introducing yourself to parents.


5. Help with a field trip, a fundraiser, book fair, or other “special” activities.

6. Make copies and learn how your teacher grades assignments; discover ways to help your teacher take care of the million little details they must attend to on a daily basis in the classroom.

7. Accompany teacher on her / his duties around the school, such a lunch, bus, and recess.

8. Read staff memos.

9. Become familiar with the school’s report card format.

10. Read to the class.

11. Tutor individual students.

12. Administer spelling and/or other tests.

13. Attend a session on computer software with Media Specialist.

14. Review the district’s curriculum scope and sequence.

15. Teach a small group in reading or math or science or social studies.
16. Teach a whole group lesson you have prepared in your methods courses.

**Syllabus**

**UNIVERSITY OF NORTHERN COLORADO**

**EDEL 602: Practicum in Elementary Education**

**MAT: EEL Program**

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

**Course Goals for the EDEL 602 Practicum (Performance-Based Standards for Colorado Teachers – PBSCT):**
Standard One: Knowledge of Literacy: The teacher shall be knowledgeable about student literacy development in reading, writing, speaking, viewing, and listening by demonstrating the ability to:

1.1 Plan and organize reading instruction based on ongoing assessment.

1.2 Develop phonological and linguistic skills related to reading including:
   - Phonemic awareness.
   - Concepts about print.
   - Systematic, explicit phonics.
   - Other word identification strategies.
   - Spelling instruction.

1.3 Develop reading comprehension and promotion of independent reading:
   - Comprehension strategies for a variety of genre.
   - Literary response and analysis.
   - Content area literacy.
   - Student independent reading.

1.4 Support reading through oral and written language development including:
   - Development of oral English proficiency in students.
   - Development of sound writing practices in students including language usage, punctuation, capitalization, sentence structure, and spelling.
   - The relationships among reading, writing, and oral language.
   - Vocabulary development.
   - The structure of Standard English.
     a. Utilize Colorado Model Content Standards in Reading and Writing for the improvement of instruction.

Standard Two: Knowledge of Mathematics: The teacher shall be knowledgeable about mathematics and mathematics instruction by demonstrating the ability to:
2.1 Develop in students an understanding and use of:
- Number systems and number sense
- Geometry
- Measurement
- Statistics and probability
- Functions and use of variables

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

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

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

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

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

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

- 5.1 Create a learning environment characterized by acceptable student behavior, efficient use of time, and disciplined acquisition of knowledge, skills, and understanding.
- 5.2 Apply sound disciplinary practices in the classroom.
- 5.3 Apply appropriate intervention strategies and practices to ensure a successful learning environment.
5.4 Raise the academic performance level of a group of students, over time, to a higher level.
5.5 Understand the cognitive processes associated with various kinds of learning (e.g. critical and creative thinking, problem structuring and problem solving, invention, memorization and recall) and ensure attention to these learning processes so that students can master content standards.
5.6 Work in cooperation with library media and other resource specialists in providing student instruction on how to access, retrieve, analyze, synthesize and evaluate information, and integrate these information literacy skills into the curriculum to accomplish standards-based learning activities.
5.7 Accurately document and report ongoing student achievement.
5.8 Communicate with parents and guardians effectively in order to involve them as participants and partners in student learning.
5.9 Communicate a variety of assessment results, and their implications to students, parents, guardians, professionals, administrators, and the community.

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

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

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

7.1 Apply technology to the delivery of standards-based instruction.
7.2 Use technology to increase student achievement.
7.3 Utilize technology to manage and communicate information.
7.4 Apply technology to data-driven assessments of learning.
7.5 Instruct students in basic technology skills.
Standard Eight: Democracy, Educational Governance and Careers in Teaching: The teacher recognizes the school's role in teaching and perpetuating our democratic system. The teacher knows the relationships among the various governmental entities that create laws, rules, regulations, and policies that determine educational practices by demonstrating the ability to:

8.1 Model and articulate the democratic ideal to students, including:

- The school's role in developing productive citizens.
- The school's role in teaching and perpetuating the principles of a democratic republic

8.2 Develop, on the part of the students, positive behavior and respect for the rights of others, and those moral standards necessary for personal, family and community well-being.

8.3 Understand and respond to influences on educational practice including:

- Federal and state constitutional provisions.
- Federal executive, legislative and legal influences.
- State roles of the governor, legislature and State Board of Education.
- Local school districts, boards of education and boards of cooperative educational services.
- Non-traditional and non-public schools, including: charter schools, religious schools and home schooling.
- Public sector input from business, advocacy groups, and the public.

8.4 Promote teaching as a worthy career and describe various career paths in education, including local, state, national, and international options, higher education, public and private education.

8.5 Evaluate his/her own performance and access the professional development options necessary to improve that performance.

Additional UNC Performance Standards 9 and 10:

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

9.1 Recognize and understand how students differ from one another.

9.2 Create a classroom setting that supports diversity by providing appropriate learning opportunities for individuals with diverse backgrounds, experiences, abilities, values, and perspectives.

9.3 Develop and select curriculum and resources which enhance learning to meet the needs of all learners.

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

10.1 Communicate respect, sensitivity, and caring toward students, colleagues, parents, and the community.

10.2 Demonstrates appropriate professional behavior including dress, demeanor, and initiative.

10.3 Understand and apply legal and ethical practices of teaching.

10.4 Demonstrate an understanding of school reform issues.
**Accommodations Statement:**
Students who believe that they may need accommodations in this class are encouraged to contact the Disability Support Services, voice/TTY (970) 351-2289, or fax (970) 351-4166, or visit www.unco.edu/dss as soon as possible to ensure that accommodations are implemented in a timely fashion (Leadership Council, October 6th, 2011).

**Inclusivity Statement**
The College of Education and Behavioral Sciences (CEBS) supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated, and recognized as a source of strength. We expect that students, faculty, administrators and staff within CEBS will respect differences and demonstrate diligence in understanding how other peoples’ perspectives, behaviors, and worldviews may be different from their own.

**Required Text:**

**Suggested Readings:**

**Online Resources** (including Lesson Plan templates):
http://www.unco.edu/cebs/teachered/forms.html

**EDFE 130 Link:**
http://www.unco.edu/cebs/teachered/graduate/ELED/checkpoint_ELED_Lic.html

Instructor Note regarding SCED 570 for **Loveland** and **Greeley** cohorts:
SCED 570 – Additional Class Meeting scheduled
Friday, November 18 2016– Colorado Science Conference for Professional Development, Denver Merchandise Mart
Time: 8:00am-4:00pm

**Greeley District 6 Literacy Training**—**Greeley District 6 Literacy Training**—**Greeley**
Tuesday, August 23 8-4:30 with an hour lunch on your own. 1025 9th Ave.

**Liberal Arts Reminder**—please work on completing any Liberal Arts courses necessary.

Jon’s office hours: Greeley: Mondays, 8-10am; Loveland: Tuesdays, 10-4; Denver Thursdays, 11-5; Colorado Springs, by appointment.
Course Requirements for the EDEL 602 Practicum:

1. Maintain a Reflective Journal. Provide one entry every two - three weeks for your University Supervisor during your practicum assignment. (50 points total for all 5).

   REFLECTIVE JOURNAL GUIDELINES

   Each teacher candidate enrolled in the Master in Arts in Teaching: Elementary Education Licensure Program is expected to complete a field-based reflective journal entry for every two weeks of observation/participation completed in his or her elementary classroom. Five total reflections are required. Your University Supervisor will help give you specific details as to how they would like you to complete this journal and the when each journal entry is due.

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

   “Reflection” goes beyond “description” to the point of questioning and thinking about what you are see, hear, and experience in relation to your own life and teaching experiences, your reading and course work, and recent theory and research in education. As examples, you might reflect on issues pertaining to classroom management, how the Colorado Academic Standards drive assessment which, in turn, drives instruction, and/or how teachers individualize instruction for students. Refer to the Performance Based Standards for Colorado Teachers for additional concepts and performances to observe and reflect upon.

2. Shadow your cooperating teacher for one full day and write “A Day in the Life of a Teacher” reflection. This counts as one journal entry and should be e-mailed to your supervisor in the first month of your practicum. (30 points).

   “DAY IN THE LIFE OF A TEACHER REFLECTION PAPER”

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

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

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

3. Attend all practicum meetings for a total of 10 hours. Be on time. Be prepared for discussions and be ready to participate. Teach formal lessons as described in numbers 4 and 5 below. (50 points)

Attendance at your Host School and all 10 hours of seminar is MANDATORY! If you miss a day in your Host School, or part of a day, you must make this time up at the convenience of your cooperating teacher. Always keep your cooperating teacher informed if you are not going to be in his or her classroom when you are expected.

FAILURE to participate in your Host School for the minimum required 160 hours during the semester will result in dismissal from the MAT: EEL Program. Follow the same rules of professional conduct, ethics, and dress as are deemed appropriate by your Host School Faculty.

4. Plan and teach at least TWO lessons to a small group of students or the whole class. Ask your cooperating teacher to complete an evaluation form Page 16 for each of these two lessons. You will need to write (type) a formal lesson plan for the lesson and complete a “Self-Evaluation of Lesson” form, Page 18. Place these documents in a safe place and provide a copy of these for your supervisor to collect by the end of the semester. (50 points total with 25 for each lesson)

5. Teach ONE formal lesson for your University Supervisor to the whole class of students. You will also need to write/type a formal lesson plan for the lesson and complete a “Self-Evaluation of Lesson” form, included in this handbook. (40 points)

6. Take responsibility for getting the final evaluation of your EDEL 602 Practicum experience completed by your cooperating teacher in Livetext. Give the completed “Field Experience Documentation Log” (signed by you and your Cooperating Teacher) to your University Supervisor at the end of the semester. (30 Points)

Grading:
Your letter grade for this course will be determined as a percent of the 250 points possible for the “Day in the Life of a Teacher Reflection,” “Reflective Journal,” lessons, and attendance of seminar meetings with the stipulation that you also receive a satisfactory Final Evaluation from your cooperating teacher: 93-100% = A, 82-92% = B, 71-81% = C.
Livetext Information:
UNC uses Livetext to assess and collect data. Students will have their own account.

Students:
Steps for Students to register their LiveText accounts:

1. Go to email sent from support@livetext.com and click on the registration link
2. Fill in the required fields - username, password, hint, and security question
3. Once you have read the terms of service, check the box next to it and click the “Register My Membership Account” button
4. Go to www.livetext.com and sign in with your username and password.

Cooperating Teachers:
You will be sent information on signing up for Livetext via email in September.

Final Important Notes:

Attendance at your Host School and at all 160 hours of seminar is MANDATORY! If you miss a day in your Host School, or part of a day, you must make this time up at the convenience of your Host Teacher. Always keep your Host Teacher informed if you are not going to be in his or her classroom when you are expected.

FAILURE to participate in your Host School for the minimum required 160 hours during the semester will result in dismissal from the Master’s of Art in Teaching Program. Follow the same rules of professional conduct, ethics, and dress as are deemed appropriate by your Host School Faculty.

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

Forms:
All forms at the conclusion of this handbook may be found online at http://www.unco.edu/teach/graduate/ELED/current_students.html

In addition, a LiveText website has been created by the LiveText Implementation Team at UNC and it is located at http://www.unco.edu/cebs/livetext You can find LiveText Support and tutorials for students, university supervisors, cooperating/mentor teachers, and faculty there.
Regarding Credit for Cooperating Teachers:

Thank you for hosting a UNC student in your classroom! Please see http://www.unco.edu/cebs/teachered/ct.html and follow the link and directions for filling out the registration form and due dates. UNC candidates will be emailed the due date as soon as it is created for the fall semester, and they will let their CT know. Per the new policy we are offering either the graduate credit (at no charge!) or the stipend. If the forms are not received by the deadlines, we will pay the stipend to the partner schools who host practicum candidates. All stipends will be paid at the conclusion of the field experience.

Responsibilities for the Cooperating Teacher during Practicum:

1. Observe two lessons formally and fill out the observation form for your teacher candidate.
2. Complete Final Evaluation Form online, the link will be sent to you on November 15 and will be due on December 15.
   Regarding the Cooperating Teacher Final Evaluation, please remember that the teacher candidate will not receive an electronic copy of the evaluation. Cooperating Teachers are encouraged to print out a hard copy of the blank evaluation and go over the evaluation with the teacher candidates.
3. Support, mentor, and structure the teaching experience for your UNC student.

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

Thank you for all you do for UNC!
# Field Assessment Form

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>Developing (1)</th>
<th>Partially Proficient (2)</th>
<th>Proficient (3)</th>
<th>Accomplished (4)</th>
<th>Exemplary (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A CONTENT KNOWLEDGE</td>
<td>Lack of content knowledge. Inability to answer students’ questions. Does not attempt to help students make connections between important concepts.</td>
<td>Some inaccurate content knowledge. Redirects students but not able to answer many of students’ questions.</td>
<td>Substantial content knowledge; finds answers to students’ questions if not known; effective integration of content knowledge and skills.</td>
<td>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.</td>
<td>Expert knowledge of content. Elaborates on students’ questions to enrich and extend learning. Artfully integrates concepts and relationships among academic disciplines.</td>
</tr>
<tr>
<td>B INSTRUCTION</td>
<td>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.</td>
<td>Instruction is sporadic and somewhat focused. Lesson demonstrates some planning but implementation is inconsistent. Some student learning occurs.</td>
<td>Instruction is coherent and focused. Lesson demonstrates substantial planning and thoughtful implementation. Learning is evident for most students.</td>
<td>Instruction is planned in detail and effective for all students. Attention to individual students’ needs is evident. Students engaged in higher-level thinking.</td>
<td>Instruction is confident. Original lesson plan employs a variety of methods. Adapts instruction while teaching. Learning is evident for a wide range of learners.</td>
</tr>
<tr>
<td>C ASSESSMENT</td>
<td>No evidence of assessment. No connections made between assessment and instruction.</td>
<td>Some evidence of assessment. Verbal feedback given to improve learning of content knowledge, skills, and dispositions.</td>
<td>Uses assessment to improve students’ learning and teaching effectiveness. Uses a variety of formal and informal assessments to provide students with constructive feedback.</td>
<td>Develops and uses a variety of formal and informal assessments, including rubrics, to promote learning, inform instruction, and meet content standards.</td>
<td>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.</td>
</tr>
<tr>
<td>D CLASSROOM MANAGEMENT</td>
<td>Behavior problems negatively affect learning. Little effort given to encouraging acceptable student behavior.</td>
<td>Some effort made to promote acceptable student behavior. Attempts appropriate intervention strategies and practices.</td>
<td>Manages routine behavioral problems and maintains control of the classroom. Applies sound disciplinary practices. Intervenes to create successful learning environments.</td>
<td>Creates a learning environment characterized by acceptable student behavior, efficient use of time, and disciplined acquisition of knowledge, skills, and dispositions.</td>
<td>Routine discipline problems prevented through engaging instruction. Establishes an accepting learning environment. Students exhibit self-control while encouraging others to control impulsive behavior.</td>
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<td>E AFFECTIVE SKILLS</td>
<td>Has difficulties relating to students.</td>
<td>Appears to be unsure of proper</td>
<td>Works diligently to create a democratic</td>
<td>Establishes a democratic learning</td>
<td>Establishes a democratic learning</td>
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MAT: Elementary Education Licensure Program
| PROFESSIONALISM (cooperating teacher only) | F | 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. | Resorts to disrespectful treatment. Displays inappropriate behavior towards students. Does not attempt to build positive teacher/student relationships. teacher boundaries. Behavior not always appropriate; inappropriate behavior not intentional or malicious. Lacks ability to anticipate consequences of behavior. | 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. Learning environment. Encourages students to care about their own learning, is sensitive to students' needs and feelings. Classroom community. Students are treated with kindness and respect. | 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. | 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. Consistently meets deadlines, keeps professional commitments to colleagues and students. Consistently demonstrates tactfulness and/or confidentiality; maintains professional boundaries. | Consistently reliable, punctual, hard-working, willing and able to collaborate. Consiously 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:

MAT: Elementary Education Licensure Program
CONCERN FORM

TEACHER CANDIDATE’S NAME: ________________________________

DATE: ___________ STUDENT BEAR NUMBER: ________________

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

Signature: ____________________________________________________________________________________________
Cooperating Teacher

Signature: ____________________________________________________________________________________________
UNC Faculty

Signature: ____________________________________________________________________________________________
MAT: EEL Program Coordinator

Signature: ____________________________________________________________________________________________
Teacher Candidate

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

Teacher Candidate: ____________________________________________________________
Cooperating Teacher: _______________________________________________________
Grade Level: ______________ Subject Area Taught: ________________________________
Date__________________________

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

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

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

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

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

__________________________________   ___________________________________
Teacher Candidate                     University Supervisor or Cooperating Teacher
## Field Experience Documentation Log

Student:
Cooperating Teacher:
Host School:

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<th>DATE</th>
<th>TIME IN</th>
<th>TIME OUT</th>
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TOTAL HOURS _________

Signatures:
Teacher Candidate________________________________________Date:________

Cooperating Teacher________________________________________Date:________