COURSE INFORMATION

Course Title:	EDEC 490 Student Teaching
Credit Hours:	12 credits
Prerequisites:	3.00 GPA, Pass PRAXIS 5024 and EDFE 130/Application for Student Teaching
Course Instructor:	Dr. Amanda Rutter

Course Description

A semester long experience in a K-3 classroom where the teacher candidate demonstrates effective teaching from a culmination of prior knowledge, skills and behaviors. S/U graded.

This is a course designed to provide a program of experiential learning activities in the teacher candidate's content area within an approved school setting and under the supervision and coordination of UNC faculty and public/charter/private school personnel (cooperating/mentor teacher). Emphasis is on the development of competencies in the areas of planning, instructional methods and assessg, 9 reW* 9 0 g7as(o)8(o)8(m)-8( )] TJ1(m11(n)-9

Tentative Course Calendar

Expectations of Teacher Candidates During Student Teaching

1) Maintain professional standards for teacher candidates, both at the University and at the school. Conduct yourself in a mature, responsible and professional manner and maintain an appropriate personal appearance. Be discrete about and show respect to the school, the mentor teachers, the students, and the community.
2) Wear ID badge at all times when in school setting.
3) Become informed about the students and the content you will teach.
4) Provide adequate time to prepare your work for the classroom.
5) Plan lessons 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 mentor teacher's schedule which includes ar.025 595.92 Tm0 nsr2(t [(r)5( )-6(y)4(o)8(u)7(r)5( )-6(a)-11(ss)-3(ih)7(W'ħB

a. a concern form must be completed and submitted to the STE Placement Office with supporting documentation.
b. if a second placement is to be considered, a meeting of the STE Placement Office, program coordinator and teacher candidate will determine next steps in the program.

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.

- 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

PART 1 TITLE PAGE and TABLE OF CONTENTS	[no points]		

	skills, knowledge, and attitudes to real world problems and issues.	challenge students to think at higher levels through analysis, synthesis, and evaluation.	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	

Paperwork to submit

Required:
1. Two FAF forms, submitted in Live Text and reviewed with teacher candidate.
2. Mid-term Evaluation form (pg. 23). Discuss with student teacher and submit to the UNC Supervisor in the eighth week of student teaching.
3. 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:

Professional Disposition Qualities (PDQ)

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 |0 Tf1 0 305274.05 274.1 Tm0 Gs [(q)·
questions; shows resistance to
critique and input (ie)-5 reW*h5 q̌0.025 ret(e)-q274..8 203.65 161.55 81

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	

Field Assessment Form

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

❸Teacher Candidate name: _____❹ Bear #_____

❺Evaluator: UNC Supervisor ☐ or Mentor Teacher ☐. ❻ Rtkpv'gxcnwcvqtu'pco g<ᵇaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaa

CRITERIA	Developing (1)	Partially Proficient (2)	Proficient (3)	Accomplished (4)	Exemplary

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 ko r tqxkpi "qpgøu" 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 uwr r qtvu'uej qqnøu" 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:**