

**Teacher Education and Licensure Program Handbook  
University of Colorado Colorado Springs  
2015-2016**



College of Education  
Teaching & Learning

UNIVERSITY OF COLORADO  
**COLORADO SPRINGS**

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May 2015

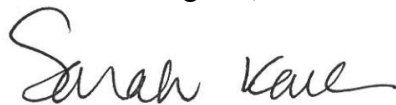
Welcome to the University of Colorado Colorado Springs College of Education. The UCCS Partner School model is a well-established and proven teacher preparation program. Unique to the program is an extensive school-based field experience that allows the teacher candidate to work, throughout the year, in a team relationship with cooperating teachers. Additionally, each teacher candidate is supported in the classroom and school by a UCCS site supervisor, site coordinator and other staff. Our graduates find this intensive experience invaluable as they begin their careers as teachers.

The *UCCS Teacher Education and Licensure Program Handbook* contains program requirements, expectations, procedures and schedules. It is designed to ensure that all participants in the program, in classes and at the Professional Partner School (PPS) sites—including the teacher candidate, classroom professors, UCCS site supervisors, site coordinators and cooperating teachers— have a clear understanding of their roles and responsibilities in order to make the experiences of each teacher candidate productive and effective.

This handbook also contains the Colorado Teacher Quality Standards (CTQS) that provide much of the framework for the program. In order to be recommended for provisional licensure, the teacher candidate must demonstrate—through quality coursework, observation of teaching performance and dispositions, a performance portfolio and completion of the edTPA assessment — a rating of Proficient or Accomplished on each standard. All field experiences, course requirements and projects are designed to help the teacher candidate learn to become an effective, productive novice teacher.

I look forward to an exciting year!

Warmest Regards,



Sarah Kaka  
Director of Teacher Education

# Teacher Education & Licensure Program Overview

The Professional Year of the UCCS Teacher Education and Licensure Program (TELP) is an intense year-long program for both elementary and secondary teacher candidates that begins in late-spring and concludes the following May. On completion, successful teacher candidates are eligible to receive an Initial Colorado Teacher License. The program begins with a rigorous application process and the selection of teacher candidates to be admitted to TELP. Teacher candidates have completed a content area major for a baccalaureate degree from UCCS or have an undergraduate degree from another regionally accredited institution. They have taken a series of coursework including four-five core education courses. In TED 3010, the teacher candidates observe, work with children, and get acquainted with school settings. In addition, teacher candidates have passed a background check, have earned a B- or better in all TELP coursework, and are required by Colorado law to pass the appropriate PLACE and/or PRAXIS II content knowledge test prior to student teaching.

**SUMMARY OF PROGRAM OUTCOMES AND OBJECTIVES:** Program objectives and outcomes are included on each course syllabus. Objectives and outcomes relate to providing an efficient and effective route to initial teacher preparation and licensure that fully prepare the teacher candidate to have a successful experience as an early-career teacher. Unique to the UCCS program is the large amount of time students spend in supervised, in-school field environments where they are supported, mentored and coached on a continual basis. During these field experiences, the teacher candidates are required to demonstrate and document development and eventual mastery of each of the Colorado Teacher Quality Standards (CTQS) (Appendix A).

**THE PROFESSIONAL PARTNER SCHOOL (PPS):** The Professional Partner School (PPS) Model used in the UCCS Teacher Education Licensure Program provides an opportunity for teacher candidates to apply the information and knowledge from their education, background, prerequisite and methods courses in the actual teaching of students. The PPS Model provides a year-long apprenticeship for teacher candidates with mentoring provided by cooperating teachers, site coordinators, and UCCS site supervisors. School districts benefit from their partnership with UCCS because the teacher candidates and UCCS site supervisors work with school personnel to support the growth, learning and achievement of each student in the classrooms in which UCCS TELP teacher candidates are assigned.

**Summer and Fall Methods Classes:** Prior to the beginning of the Professional Year, Teacher Education Program (TELP) candidates will have taken required content and core classes. The core classes and educational methods coursework are designed to:

- Provide for in-school observations and experiences;
- Allow for contact and experience working with students in formal settings;
- Per State of Colorado requirements, provide a statewide base of coursework and knowledge related to designated topics;
- Present information related to literacy development (reading, writing, listening and speaking); mathematics; science; social studies; and technology and provides best practice instructional methods allowing the transmission of this knowledge from teacher to student in a classroom environment. Additional purposes, content, objectives and goals are listed on each course syllabus.

**Fall Field Experience:** TELP students will be assigned to a partner school in the Pikes Peak region. Partner schools have been selected based on:

- Quality of the school’s academic program—as measured by the Colorado Department of Education’s School Growth Model, partner schools rank high in quality and performance;
- Diversity of the school’s student population—selected schools represent our region’s demographic and socioeconomic conditions providing a range of school environments and training opportunities;
- Ability of staff/school to establish a collegial and teaming relationship with the UCCS cohort group—to welcome our students into the life of the school, to include our students in staff activities, to provide training opportunities;
- Willingness of staff members to mentor UCCS teacher candidates—to provide the opportunity and guidance required for teacher candidates to develop professional skills, aptitude and attitude.

In the fall, teacher candidates will work under the direction of the cooperating teacher developing and practicing the skills and attitudes of an effective professional. Typically, the teacher candidate’s responsibilities will grow during the semester with teacher candidates initially helping set up the classroom, getting to know the students, planning and implementing instructional activities to support individual and small group learning. During the semester, instructional responsibilities will evolve and increase with teacher candidates adding greater planning and instructional delivery responsibilities. This field experience is constantly supported through interaction with the cooperating teacher, instructors in UCCS methods classes, the UCCS site supervisor and site coordinator.

Teacher candidates begin the fall field experience on the teacher start date of the school district’s calendar. They are expected to report to their PPS everyday until classes begin at UCCS. During this time they will be expected to spend full days and adhere to the schools’ work hours for teachers. After classes commence at UCCS, teacher candidates will report to their PPS sites every morning, Monday-Friday, and all day on Wednesdays.

A UCCS site supervisor will be at the school site on most Wednesdays and occasionally available at other times. Additionally, a school-based site coordinator will work with the school, cooperating teachers, teacher candidates and the UCCS site supervisor to coordinate development of each teacher candidate and the candidate’s integration into the school and classroom.

Elementary Students will have two different placements, eight weeks in a primary grade classroom and eight weeks in an intermediate grade. The purpose of this is to allow the teacher candidate to gain experience working with a different cooperating teacher, students of varying ages, and/or different school programs.

The secondary candidate will be assigned to a middle school classroom for eight weeks and a high school classroom for eight weeks providing an opportunity for a variety of experiences. The purpose of this is to allow the teacher candidate to gain experience working with a different cooperating teacher, students of varying ages, and/or different school programs.

**Weekly Seminars:** The UCCS site supervisor will conduct a weekly, 45 min-1 hour, on-site seminar at a time to be determined at each PPS site. Often times, the site coordinator works hand-in-hand with the UCCS site supervisor to organize and conduct these seminars. All teacher candidates have a copy of *Methods for Effective Teaching (6<sup>th</sup> edition)* by Burden and Byrd, which may be used in the seminars throughout the fall. Fall seminar topics are designed to meet the needs of the developing pre-service teachers and typically include:

- Orientation to the school environment, schedules and roles of staff members;
- School-wide procedures;
- Establishing classroom procedures;
- Student management;
- Learning objectives, standards and essential skills;
- Instructional models and data-driven-instruction;
- Lesson planning and design;
- Instructional differentiation;
- Student characteristics and learning styles;
- Assessment of student progress and achievement;
- Conferencing with parents.

UCCS site supervisors may give assignments to support learning goals of the seminars. All teacher candidates will revise their philosophy and classroom management plans during the fall and submit them in Taskstream under the Evaluation Portfolio DRF.

**Taskstream:** Taskstream is the UCCS Department of Education data management system that provides, e-templates of documents, direction and support for assignments and other work tools. Additionally, Taskstream allows for grading of assignments, reporting related to mastery of the Colorado Teacher Quality Standards and compilation of “dispositional ratings” teacher candidates have received from various professionals.

**Performance Observations:** During the Fall Field Experience, each teacher candidate will be informally observed on a continuous basis. In addition, the teacher candidate will participate in a minimum of:

- Two (three if possible) formal observations (at least one each quarter in the fall) scheduled by the UCCS site supervisor;
- Two formal observations (one each quarter) scheduled by the cooperating teacher;
- Two formal observations (one each quarter) scheduled by a combination of the university supervisor, cooperating teacher, or site coordinator.
- Of these observations, at least one of them must be videotaped. The TC must select 2 video clips (no more than 10 minutes each) and upload them to the appropriate slot in Taskstream. The TC will then need to complete an additional analysis of their teaching and their students’ learning in the video clips.

Each formal observation requires that the teacher candidate create and build a lesson plan using the Colorado Springs Formative edTPA Lesson template (Appendix D) Taskstream Lesson Builder. The lesson plan is given to the observer to be reviewed prior to the observation. The pre-conference or discussion about the lesson prior to its execution can take place electronically or in person. The post conference is held immediately after the observation or as soon after as possible. This is the time the observer and the teacher candidate discuss the strengths and weaknesses of the lesson plan as well as its implementation. Teacher candidates receive specific feedback related to lesson planning and design, instructional delivery, classroom management, instructional differentiation and other elements included in the Colorado Teacher Quality Standards (Appendix B). Following the lesson, teacher candidates will reflect (using the template for lesson reflections in Appendix E) on the lesson and the post conference. At this time, the lesson should then be submitted in Taskstream for evaluation no more than one week following the post conference.

**Monthly Seminars:** Throughout the program, seminars will be scheduled at the university approximately one Friday per month. Times and locations vary and will be communicated to students by the Director of the Teacher Education and Licensure Programs and through the UCCS site supervisor. Seminars will present information and training related to educational topics of broad interest such as

classroom management, data-driven instructional models, and culturally diverse school environments. Attendance is mandatory at the seminars; TCs will not attend their site those days.

**edTPA:** Each teacher candidate will complete a performance assessment called the edTPA. Handbooks, directions and expectations related to this major assignment are available on Taskstream and will be reviewed by the UCSS site supervisor. The purpose of this focused activity is to lead the teacher candidate through a data-driven sequence of instruction. This is a national test and teacher candidates will receive a score for which they can compare their performance against students across the country. This assignment will be due in the semester during student teaching and may vary depending on the school and testing schedules. More information will be provided throughout the professional year, including handbooks.

**Electronic Performance Portfolio:** Teacher Candidates will develop an electronic performance portfolio in Taskstream. The portfolio contains artifacts related to the first five standards and elements and sub-standards outlined in the Colorado Teacher Quality Standards. Artifacts displayed in the portfolio are taken from work the teacher candidate has routinely completed during the core classes, summer classes, fall methods classes, and the fall and spring field experiences. The portfolio documents the teacher candidates' proficiency levels for the Colorado Teacher Quality Standards. Each teacher candidate writes a two-three page reflection and justification for why the selected items demonstrates a rating of proficient or advanced on each of the standards and indicators. This assessment is due in late April.

## Expectations for the Teacher Candidate

The following professional requirements address the UCCS College of Education conceptual framework element “served by integrity” defining professional, responsible and ethical practice during the summer, fall and spring semesters. Teacher candidates sign a statement of understanding and acceptance of these expectations prior to the beginning of the Professional Year (see Appendix L).

**Attendance—Fall Field Experience:** The attendance requirement for the **fall** elementary and secondary teacher candidate PPS field experience is that TCs will report to assigned site as the schedule dictates. TELP students have no classes and no obligation to go to their sites during the week of Thanksgiving. TCs are encouraged to continue to go to the school until Winter Break commences—however, the last official week is the Friday before finals week.

**Attendance--Spring Internship and Solo Teaching:** The attendance requirement for the **spring** internship and solo teaching experience is sixteen *full* weeks in the classroom not including vacation or time lost from school as a result of illness, personal matters or any other unforeseen event. TCs will report to the PPS site when teachers are expected to report the first day after Winter Break with conclusion early/mid-May.

During the spring internship and solo teaching, TCs will need to participate in *all* the professional duties of their cooperating teacher along with other assigned duties such as lunchroom, bus, or hall duty; staffings; department, faculty and professional meetings and trainings.

Since TCs are participating in the life of the school where assigned, they should coordinate daily time of arrival and departure with their cooperating teacher’s schedule. TCs are expected to be there at least as long as their cooperating teacher and longer, if necessary, in order to complete their work.

For both fall and spring, if it becomes necessary to be absent from the PPS site, notify the cooperating teacher(s) and the site coordinator(s) prior to the absence before 7:00 a.m. Additionally, notify the UCCS site supervisor of the absence. If the TC is to be responsible for any planning, duties, preparation, or resources during their absence, they must provide plans and materials for their cooperating teacher, just as a regular teacher would for a substitute. This is *the TCs* responsibility. Please schedule appropriate make-up days. Fall make-up days must occur before solo teaching can begin. Spring make-up days must occur during the days following scheduled solo teaching.

***Any missed day(s) must be made up. The site coordinator and UCCS site supervisor will monitor this. There may be additional attendance requirements at specific sites which must be met.***

**Professionalism and Disposition:** Professional behaviors are necessary for success as a teacher. Known as their “disposition,” these behaviors will be developed and practiced throughout the year. Disposition—temperament, character, personality—means the dominant quality or qualities which distinguish a person’s moods and attitude toward teaching. Temperament implies the qualities acquired through experience that determine how a person meets difficulties or handles situations. Character applies to the aggregate of moral qualities by which a person is judged apart from intelligence and competence. Personality applies to an aggregate of these qualities that distinguish one as a person.

Throughout their tenure in the UCCS Teacher Education Program, TCs will be evaluated not only on academic performance, but also on disposition. Disposition will routinely be assessed by the cooperating teacher, site coordinator and UCCS site supervisor. See Appendix C for the Disposition rating form.



**Commitment and Responsibility:** The mission of the college is to prepare skilled professionals who inspire excellence and create transformative change in the schools and communities in which they serve. This includes commitment and responsibility.

The areas of commitment for Teacher Candidates include:

- Developing skills, competence and professionalism as they grow in the practice of teaching.
- Spending the time required to produce excellence in all of their work, duties and responsibilities.
- Understanding, honoring, and following the policies/procedures in the building, district and the university.
- Respecting colleagues, including the cooperating teachers, the principal, the site coordinator, the professors and the UCCS site supervisor.
- Embracing diversity through action

**Collaboration:** One of the marks of a professional teacher is the ability to establish effective collegial relationships with fellow staff members. TCs will find there are many fine teachers on the staff of their site school. Be sure to work with them cooperatively. Most teachers like to share ideas, materials and resources. TCs may have good ideas that they can share as well.

The TC and the cooperating teacher are colleagues working together to help develop the TCs own teaching style and talents within the parameters of effective instructional practice. It is always appropriate to speak about the cooperating teacher in positive, complimentary terms to other school staff, students and parents. It is **never** appropriate to discuss the teacher, students, and school site in personal or negative terms. If a TC is having a problem with their cooperating teacher that cannot be resolved on its own, the TC should first meet with their UCCS site supervisor, site coordinator(s) and the principal of the school. If the problem cannot be resolved, the Director of TELP will be asked to intervene.

**Diversity:** Public schools are reflective of society in general and are diverse environments. It is important to honor each person—recognize needs, accommodate talents and respect individuality including gender, ethnicity and sexual orientation.

**Professional Behavior:** The TCs appearance and grooming are important and should be professional. Dress as is appropriate and acceptable for teachers in the site school building. When in doubt, exceed the standards of the school.

Teacher candidates have assumed the responsibility of being a role model and example to the students in their classes. Students will watch closely to see how the TC treats their colleagues as well as the students. TCs will need to model respect for themselves as well as others. Students will watch to see how well prepared and how knowledgeable the TC is. Be over prepared. They will observe how enthusiastic the TC is about what they are teaching and how devoted they are to their learning. Learn to enjoy working in a classroom.

Professional ethics will drive much of what the TC does in the classroom and school. Ethical dilemmas arise often in teaching. When the TC is not certain of the best way to handle a troubling or difficult situation, considering the path that has the highest ethical value will provide guidance. What is fair and just for the individual or provides the greatest good for the greatest number are important considerations. If the TC encounters ethical situations they are uncomfortable dealing with, seek the advice of the cooperating teacher, UCCS site supervisor or site coordinator.

A specific area of ethical standards relates to the principle of confidentiality. Specific concerns about students are discussed only with the cooperating teacher, the principal, or support personnel who can help. Students are never discussed outside of these parameters or with the parents of other children.

**Final Thought:** This is a growth year. Anticipate experiencing many challenges and successes. Essential skills demonstrated by teachers include:

- Exercise of self-control and emotional predictability;
- The ability to accept criticism and respond to feedback through positive action;
- The ability to express concern in positive and constructive ways.

## Professional Partner School Field Experience, Fall Semester

The field experience at PPS sites prepares teacher candidates to become educators who require students to learn and develop strong foundational academic skills; who live productively within a democratic society; who transmit knowledge accurately and meaningfully; who promote the value of each individual; who honor the diverse cultures within our society; and who demonstrate professional, responsible and ethical practice. Further purposes of the fall field experiences are for the teacher candidate to:

- make the connections between the foundations and theories underlying professional practice and the actual demonstration of practice in the school classroom related to the Colorado Teacher Quality Standards (CTQS).
- develop the knowledge and skills required to demonstrate proficiency on each of the CTQS.
- ensure that the teacher candidate develops skills abilities and perspectives to prepare for the spring semester internship/collaborative teaching/solo teaching experience and for the total profession.
- provide a broad and deep understanding of the intellectual, emotional, and physical requirements of teaching.

An emphasis on implementation of a data-driven instructional model characterized by standards-based instruction and lesson planning focused on teaching to the Colorado Academic Standards and 21<sup>st</sup> Century skills is a program strength. This instructional model is emphasized in methods coursework and, then, through applied practice at the Professional Partner School site. Working through the process involved to design and deliver data-driven instruction requires teacher candidates to develop the skills to be an effective teacher who promotes student learning. Additionally, as a teacher candidate enters the world of the professional educator, the affective qualities that need to be developed and demonstrated include professionalism, problem solving ability, energy, commitment, good character and ethical behavior. Program elements, including “disposition” checklists, provide teacher candidates routine feedback in this area of performance.

The above-listed elements are achieved by blending learning from methods classes with the field experience working in a school and classroom. During the first week at the PPS site, the teacher candidate will begin learning school and classroom routines and procedures. The candidate will work to interact and connect with students. The mentor teacher may then direct the teacher candidate to plan an instructional sequence for an individual or small group of students. During the semester, the duration of instructional episodes, the number of students the mentor teacher works with and teaching responsibilities will increase. Additionally, teacher candidates will have the support of methods course instructors, their cooperating teacher the UCCS site supervisor and site coordinator. Be willing to take initiative and be sure to ask any questions!

**Performance Observations:** Performance observation schedules are site specific with a minimum of six (optimally 7) formal observations required during the fall semester. In general, during each eight weeks of the fall field experience, the teacher candidate will have observations from the UCCS site supervisor, the cooperating teacher and the site coordinator. Two observations should be completed within the first four weeks of each placement. The UCCS site supervisor is required to complete one of the observations in the first four weeks of each placement. The cooperating teacher and the site coordinator should complete a minimum of one formal observation each quarter. The UCCS site supervisor should complete a minimum of two (preferably three) observations during the fall semester.

- Each observation will be a minimum of thirty minutes and should include a pre-conference, observation and post-conference. During the observation, the teacher candidate must be doing active/interactive

teaching with either a small group or the whole group. (Examples of inappropriate observation activities would be administering a test, watching a movie, etc.)

- The lesson plan is to be developed by the teacher candidate, prior to the lesson, using the lesson plan (Colorado Springs Formative edTPA Lesson, Appendix C) template found on Taskstream in the Lesson Builder. Additionally, the teacher candidate is required to print a hard copy of the lesson to provide the observer at the beginning of instruction. If requested, the teacher candidate must provide a hard copy of the observation form with the lesson plan. The lesson plan may be sent to the observer for review prior to the observation.
- The observation is preceded by a pre-conference – either conducted electronically or in person
- The instructional episode is observed.
- As soon as possible following the observation, the teacher candidate and the observer meet to “debrief” in the post-observation conference
- Within one week of the post-observation taking place, the teacher candidate must write a reflection in the appropriate space in the Taskstream template. Then the lesson is submitted for evaluation.

The observation form (Appendix B) allowing the observer to provide feedback to the teacher candidate can be found in Taskstream under resources and from their UCCS site supervisor. All observers of formal observations should use this form. UCCS site supervisors are required to submit this information in Taskstream. Cooperating teachers and site coordinators can submit a hard copy to the UCCS site supervisor or e-mail a copy of the completed observation to the UCCS site supervisor who will then input the information into Taskstream.

**Lesson planning:** Lesson plans are to be prepared for everything the teacher candidate teaches using a format acceptable to the cooperating teacher and UCCS site supervisor. *The Colorado Springs Formative edTPA Lesson format is to be completed and submitted on Taskstream for every lesson that will be formally observed by the cooperating teacher, the UCCS site supervisor, or the site coordinator.* Objectives for lessons should be written in terms of observable and measurable student outcomes. There is a Power Point presentation posted under resources in Taskstream that describes how to write objectives.

**Communication:** The teacher candidate needs to be able to take risks and make mistakes. Growth and development come through the teacher candidate being able to reflect upon experiences and discuss them with the cooperating teacher. Additionally, willingness to take and then implement feedback is a critical attribute of the teacher candidate. Just as a coach must be able to correct and athlete’s form, instructors must be able to make suggestions, recommend and/or require certain best practice instructional behaviors of a teacher candidate.

- Continuous feedback is essential for the growth of the teacher candidates as they move to the level of proficiency required for licensure.
- A once-a-week formal meeting between the cooperating teacher and the teacher candidate is required.
- A communication log or journal kept by the teacher candidate is recommended. The cooperating teacher and the teacher candidate can enter ideas, comments, feedback and this can become a basis of discussion.
- Videotaping and analyzing a lesson together is very useful for the teacher candidate.

**Co-Teaching Formats:** The major focus of a UCCS Professional Partner School classroom is to ensure that all functions support student achievement. The Teacher Education Program encourages a variety of teaching formats for the cooperating teacher and the teacher candidate to accomplish this end. In practice, the following co-teaching formats have allowed varied experiences for the teacher candidates and have supported the achievement of individual students in the classroom:

- **One person teaches, one assesses or coaches:** One person has instructional responsibility while the other gathers assessment information on students in the class or coaches the instructor. Either person may take a role or switch roles at any time.
- **One person teaches group, one teaches individuals:** One person provides individual help and guidance to students while the other provides instruction to the group.
- **Simultaneous teaching:** The content is divided and each person provides instruction to half the students at a time. Students then switch places and the instructor provides the same content to the second half of the class.
- **Parallel teaching:** Both people teach the same content to portions of the larger group of students.
- **Re-teaching:** One person instructs students who have learned the material while the other one works with students who have not learned the material and either re-teaches or adapts the material in some way so those students are able to learn it.
- **Tag Team Teaching:** Presenters take turns, one on, one off. The person not presenting at the moment may fill a variety of roles (from data collection to individual assistance) or may momentarily leave the room.
- **Other:** Since PPS sites are partners, continuing dialogue about teaching formats is encouraged.

| <b>SAMPLE TEACHER CANDIDATE<br/>FALL COURSEWORK AND FIELD EXPERIENCE TIMELINE*</b> |  |
|--|--|
| May/June/July  | Attend Orientation. Complete summer methods coursework. Attend introductory seminars for program overview and requirements. Meet with an advisor to be sure you have met all program requirements. Meet UCCS site supervisor.  |
| Late July to mid-August (depending on district)                                    | Report to PPS on school district's report date for contracted teachers. Meet cooperating teacher and site coordinator. Participate in beginning-of-year activities. Begin establishing relationships with cooperating teacher, school staff, UCCS site supervisor. Weekly seminar topics will include school-wide procedures and processes; schedules; and establishing classroom procedures.  |
|  | After students report, get to know them by name and need. Make connections with them. Observe classroom/school procedures and processes. Specifically note the classroom behavior management plan. Weekly seminar topics will include a review of student/classroom management. Begin attending p. m. methods courses. Attend school's Fall Open House.  |
| Late August  | Begin attending Methods courses on campus at UCCS. Remember that coursework does take priority over site work—if you do not pass Methods courses with at least a B-, you do not get to student teach in the Spring semester.   |
| Early-mid September  | Continue developing relationships with cooperating teacher and students. Under teacher direction, plan an instructional sequence for an individual or small student group. Prepare for first formal performance observation. Begin keeping track of progress on the Colorado Teacher Quality Standards (CTQS) for use in Performance Portfolio. Continue attending methods courses. Ask questions, receive clarification—self-advocate.  |
| Mid-late September   | Assume greater responsibilities within the classroom. Work with larger student groups. Plan and implement longer instructional sequences. Prepare for and conduct second observation. Begin applying knowledge/techniques from methods classes. Continue keeping track of progress on the CTQS. Attend monthly seminar @ UCCS.   |
| October  | Continue assuming classroom responsibilities. Notice the range of student-need. Work with cooperating teacher to provide differentiated instruction to meet the range of student need. Become a student of instructional differentiation. Seminar topics should include information on student learning style and instructional differentiation. Prepare for and conduct the third and fourth performance observations. Continue to apply learning from UCCS methods classes. Continue keeping track of progress on the CTQS. After eight weeks, teacher candidates switch levels (Secondary: middle school $\leftrightarrow$ high school. Elementary: primary $\leftrightarrow$ intermediate). Attend monthly seminar @ UCCS. Participate in mid-semester dispositions and meet for midterm review with UCCS site supervisor. |
| November/December  | Continue applying data-driven instructional model. Continue keeping track of progress on the CTQS. Prepare for and conduct your fifth - seventh performance observations. Attend monthly seminar @ UCCS. Complete Disposition reflection in TED 4790. Complete second semester goals for site. Get placed for second semester.   |

(\*Sample schedule is adaptable based on school, grade-level, elementary, secondary, etc. Your UCCS site supervisor and the site coordinator will fit the schedule to your particular situation.)

## Professional Partner School Internship and Solo Teaching, Spring Semester

**Overview—Spring Internship:** The purpose of the spring internship and solo teaching is to build on skills, aptitudes, competencies and attitudes developed during the first semester. Teacher candidates will continue to develop the skills and abilities of an effective teacher and demonstrate the level of proficiency required for state licensure. Throughout the spring semester, teacher candidates are assigned to a school and classroom for a sixteen- week period. Elementary teacher candidates typically will remain with the cooperating teacher they developed a relationship with during the fall semester. Secondary teacher candidates will most often be assigned to a middle or high school setting related to the fall internship. The teacher candidate, UCCS site supervisor, site coordinator and cooperating teacher form a team to support the teacher candidate in achieving the level of Proficient or Accomplished each of the elements of the Colorado Teacher Quality Standards as required for licensure in the State of Colorado.

The spring internship and solo teaching provide a significant opportunity for the cooperating teacher and teacher candidate to form a team that promotes the achievement of each student. By now, teacher candidates are familiar with building and classroom procedures; have developed relationships with students; have implemented effective classroom management practices; have developed a strong understanding of the classroom culture; of student learning styles and academic needs. Additionally, the teacher candidate is on their way to developing a skill set which includes planning an instructional sequence; writing daily lesson plans; implementing instructional plans for individuals and small groups; and solving problems which present during teaching. Finally, the teacher candidate demonstrates a visible commitment to working well with students, staff, parents and stakeholders along with the personal disposition required to maintain productive relationships with others.

This preparation allows the teacher candidate to “hit the ground running.” From the beginning of the internship, the teacher candidate works with the classroom teacher to implement curricular standards, to plan and design lessons, to allocate time and resources, to deliver instruction, and to administer and interpret assessments designed to measure the effectiveness of instruction. The teacher candidate completes paperwork, grading and record keeping. The teacher candidate attends all team meetings, staff meetings and school activities related to the particular assignment. Through the semester, the teacher candidate gradually assumes additional responsibility. Those teacher candidates who are not ready to move to new responsibilities per a reasonable timeline will be required to meet with the cooperating teacher, site coordinator and UCCS site supervisor with the purpose of determining a written plan to support continued progress.

**Solo Teaching:** Each teacher candidate must complete a minimum of three weeks of solo teaching. Scheduling one week of solo teaching within the first six weeks of the spring semester helps to determine and focus the teacher candidate on specific areas for growth. The first week of solo teaching may be immediately followed by two additional weeks of solo teaching or the remainder of solo teaching can be scheduled later in the semester. *(At a number of grade levels, it is recognized the PARCC and CMAS will be scheduled. It is imperative that the cooperating teacher remains in charge of all test preparation and test administration. The teacher candidate may only assist as a testing proctor if properly trained in test administration procedures and should not be scheduled to solo teach during the state-scheduled testing window for the applicable grade level.)* The exact times to schedule solo teaching are to be determined by the cooperating teacher and teacher candidate. During solo teaching, the cooperating teacher should be present in the classroom only to give support as needed (i.e. co-teaching, working with small groups, etc.), as the teacher candidate is the lead teacher.

| <b>SAMPLE TEACHER CANDIDATE SPRING<br/>INTERNSHIP AND SOLO TEACHING TIMELINE*</b> |   |
|---|---|
| January   | Welcome back! Teacher Candidates report back to school the same day after break as their cooperating teacher. Select appropriate co-teaching formats. Under cooperating teacher direction, continue planning and implementing instructional sequences for small and/or large student groups. Differentiate in the classroom. Support learning and achievement of all students. Prepare for eighth, ninth and tenth formal performance observations. Conduct observations. Attend team and faculty meetings. Go to staffings. Participate in data discussions. Continue keeping track of progress on the CTQS at a level of proficient or above. Attend weekly PPS seminars and monthly UCCS seminar. Be sure to schedule instruction related to edTPA. Continue maintaining Portfolio assignment. |
| Late-January/<br>early-February   | Plan, prepare and implement one week of solo teaching. Prepare for eleventh and twelfth formal performance observations. Conduct observations. Continue involvement in all classroom and applicable school activities. Attend weekly PPS seminars.  |
| Mid-February /<br>mid-March   | Add to teaching responsibilities. Utilize co-teaching format. Continue differentiating as much as possible. Continue supporting learning and achievement of all students. Get as much experience working with students as possible. Prepare for thirteenth and fourteenth performance observations. Conduct observations. Continue involvement in all classroom and applicable school activities. Attend weekly PPS seminars and monthly UCCS seminar. Watch for mid-semester dispositions and progress report. Attend teaching job fair at UCCS.   |
| Late-March/<br>mid-April  | This is a great time for two more weeks of solo teaching. edTPA and Portfolio will be due. Finish any remaining performance observations. Conduct observations. Continue involvement in all classroom and applicable school activities. Attend weekly PPS seminars and monthly UCCS seminar.  |
| Late-April/<br>early-May  | Continue supporting students via co-teaching. Be sure to take some time for observation/visitation to different grade-levels, in different schools. Attend weekly PPS seminars and monthly UCCS seminar.  |
| Mid-May   | Apply for licensure and attend the TELP Graduation Ceremony.  |

(\*Sample schedule is adaptable based on school, grade-level, elementary, secondary, etc. Your UCCS site supervisor and the site coordinator will fit the schedule to your particular situation.)

**Weekly Seminars:** The UCCS site supervisor will continue to conduct a weekly, on-site seminar at a time to be determined at the site. Spring seminar topics typically include:

- Information on the job search process
- Preparation for the job search including writing a cover letter and resume
- Mock interviews
- edTPA
- Portfolio
- Information about school support systems including Special Education Services, Title 1 Instruction, English Language Learner instruction, tutoring and mental health services available within the school.
- Arrange visitations of other grade levels, programs and/or schools.

UCCS site supervisors may give assignments to support learning goals of the seminars.



**Monthly University Seminars:** Monthly university seminars will also be continued. Times and locations vary and will be communicated to students by the Director of Teacher Education via e-mail communication from UCCS site supervisors. Attendance is mandatory.

**Demonstrations of Proficiency:** The observation and evaluation procedures outlined in the Teacher Education Program Overview section of this handbook will repeat during student teaching but with higher expectations for demonstrations of proficiency. During the second semester, it is critical that each of the indicators listed in the Colorado Teacher Quality Standards be marked proficient, or above, per agreement of the cooperating teacher, UCCS site supervisor and site coordinator. Recommendation for licensure is dependent on documented demonstrations of proficiency in each of these standards and benchmarks.

**Final Spring Internship and Solo Teaching Grade\*:** The semester grade for the spring internship and solo teaching is based on the teacher candidate's:

- demonstration of "Proficient or Advanced" on each element of the Colorado Teacher Quality Standards
- the quality (score) on the edTPA
- the quality of artifacts and reflection on each Colorado Teacher Quality Standard in the Electronic Performance Portfolio
- commitment and professionalism in accomplishing teaching duties as recorded on disposition ratings
- proficiency on lesson planning and classroom instruction
- dispositional ratings

(\*Determining the teacher candidate's semester grade involves a collaboration of the UCCS site supervisor, site coordinator and cooperating teacher.)

***APPENDIX A: Colorado Teacher Quality Standards***

**Colorado Teacher Quality Standards and Elements**

**Quality Standard I:** Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary Teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary Teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).

**Element a:** Teachers provide instruction that is aligned with the Colorado Academic Standards; their District's organized plan of instruction; and the individual needs of their students.

**Element b:** Teachers demonstrate knowledge of student literacy development in reading, writing, speaking and listening.

**Element c:** Teachers demonstrate knowledge of mathematics and understand how to promote student development in numbers and operations, algebra, geometry and measurement, and data analysis and probability.

**Element d:** Teachers demonstrate knowledge of the content, central concepts, tools of inquiry, appropriate evidence--- based instructional practices and specialized character of the disciplines being taught.

**Element e:** Teachers develop lessons that reflect the interconnectedness of content areas/disciplines.

**Element f:** Teachers make instruction and content relevant to students and take actions to connect students' background and contextual knowledge with new information being taught.

**Quality Standard II:** Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.

**Element a:** Teachers foster a predictable learning environment in the classroom in which each student has a positive, nurturing relationship with caring adults and peers.

**Element b:** Teachers demonstrate a commitment to and respect for diversity.

**Element c:** Teachers engage students as individuals with unique interests and strengths.

**Element d:** Teachers adapt their teaching for the benefit of all students, including those with special needs, across a range of ability levels.

**Element e:** Teachers provide proactive, clear and constructive feedback to families about student progress and work collaboratively with the families and significant adults in the lives of their students.

**Element f:** Teachers create a learning environment characterized by acceptable student behavior, efficient use of time, and appropriate intervention strategies.

**Quality Standard III:** Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.

**Element a:** Teachers demonstrate knowledge of current developmental science, the ways in which learning takes place, and the appropriate levels of intellectual, social, and emotional development of their students.

**Element b:** Teachers plan and consistently deliver instruction that draws on results of student assessments, is aligned to academic standards, and advances students' level of content knowledge and skills.

**Element c:** Teachers demonstrate a rich knowledge of current research on effective

instructional practices to meet the developmental and academic needs of their students.

**Element d:** Teachers thoughtfully integrate and utilize appropriate available technology in their instruction to maximize student learning.

**Element e:** Teachers establish and communicate high expectations for all students and plan instruction

that helps students develop critical--- thinking and problem solving skills.

**Element f:** Teachers provide students with opportunities to work in teams and develop leadership qualities.

**Element g:** Teachers communicate effectively, making learning objectives clear and providing appropriate models of language.

**Element h:** Teachers use appropriate methods to assess what each student has learned, including formal and informal assessments, and use results to plan further instruction.

**Quality Standard IV:** Teachers reflect on their practice.

**Element a:** Teachers demonstrate that they analyze student learning, development, and growth and apply what they learn to improve their practice.

**Element b:** Teachers link professional growth to their professional goals.

**Element c:** Teachers are able to respond to a complex, dynamic environment.

**Quality Standard V:** Teachers demonstrate leadership.

**Element a:** Teachers demonstrate leadership in their schools.

**Element b:** Teachers contribute knowledge and skills to educational practices and the teaching profession.

**Element c:** Teachers advocate for schools and students, partnering with students, families and communities as appropriate.

**Element d:** Teachers demonstrate high ethical standards.

**Quality Standard VI:** Teachers take responsibility for student academic growth.

**Element a:** Teachers demonstrate high levels of student learning, growth and academic achievement

**Element b:** Teachers demonstrate high levels of student academic growth in the skills necessary for postsecondary and workforce readiness, including democratic and civic participation. Teachers demonstrate their ability to utilize multiple data sources and evidence to evaluate their practice, and make adjustments where needed to continually improve attainment of student academic growth.

|            |           |
|------------|-----------|
| Name:      | Date:     |
| School:    | District: |
| Evaluator: | Grade:    |
| Subject:   | Time:     |

- **B=Basic:** The TC needs ongoing assistance from the CT/SC/US for support and guidance in lesson planning, instruction, and/or classroom management. The TC may not yet be able to effectively apply what they have learned about teaching and may often make unsuitable choices about how and what to teach.
- **PP=Partially Proficient:** The TC needs some support from CT/SC/US, but is moving toward becoming more self-directed and independent in planning instruction, teaching, and classroom management. The TC demonstrates some ability to apply what they have learned about teaching, even though they may still make a few unsuitable choices about how and what to teach.
- **P=Proficient (Meets UCCS Standards):** The TC is usually able to teach without assistance from the CT/SC/US and easily applies what they have learned about teaching. Their choices about what to teach and how to teach it reflect a solid understanding of effective teaching strategies. The TC is able to adjust instruction in response to student needs
- **A=Accomplished:** The TC is able to plan and implement effective instruction with minimal input or assistance from the CT/SC/US. They manage classroom schedules and TC behavior with relative ease. They are able to engage children in learning by integrating a variety of instructional models and teaching strategies into her/his classroom practice. The TC is quickly able to adjust instruction in response to student needs.

|  | B | PP | P | A |
|--|---|----|---|---|
| <b>Mastery of content and pedagogical expertise</b>  |   |    |   |   |
| a. Provide instruction that is aligned with the Colorado Academic Standards; the District’s organized plan of instruction; and the individual needs of their students.                     |   |    |   |   |
| b. Demonstrate knowledge of student literacy development in reading, writing, speaking and listening.  |   |    |   |   |
| c. Demonstrate knowledge of mathematics and understand how to promote student development in numbers and operations, algebra, geometry and measurement, and data analysis and probability. |   |    |   |   |
| d. Demonstrate knowledge of the content, central concepts, tools of inquiry, appropriate evidence-based instructional practices and specialized character of the disciplines being taught. |   |    |   |   |
| e. Develop lessons that reflect the interconnectedness of content areas/disciplines.   |   |    |   |   |
| f. Make instruction and content relevant to students and take actions to connect students’ background and contextual knowledge with new information being taught.                          |   |    |   |   |
| <b>Comments:</b>   |   |    |   |   |
|  |   |    |   |   |
|  | B | PP | P | A |
| <b>Safe, inclusive, and respectful learning environments</b>   |   |    |   |   |
| a. Foster a predictable learning environment in the classroom in which each student has a positive, nurturing relationship with caring adults and peers.                                   |   |    |   |   |
| b. Demonstrate a commitment to and respect for diversity.  |   |    |   |   |

|  | <b>B</b> | <b>PP</b> | <b>P</b> | <b>A</b> |
|--|----------|-----------|----------|----------|
| <b>c.</b> Engage students as individuals with unique interests and strengths.  |          |           |          |          |
| <b>d.</b> Adapt teaching for the benefit of all students, including those with special needs across a range of ability levels.   |          |           |          |          |
| <b>e.</b> Create a learning environment characterized by acceptable student behavior, efficient use of time, and appropriate intervention strategies.  |          |           |          |          |
| <b>Comments:</b>   |          |           |          |          |
|  | <b>B</b> | <b>PP</b> | <b>P</b> | <b>A</b> |
| <b>Planning and delivery of effective instruction that facilitates learning</b>  |          |           |          |          |
| <b>a.</b> Demonstrate knowledge of current developmental science, the ways in which learning takes place, and the appropriate levels of intellectual, social, and emotional development of students. |          |           |          |          |
| <b>b.</b> Plan and deliver instruction that draws on results of student assessments, is aligned to academic standards, and advances students' level of content knowledge and skills.                 |          |           |          |          |
| <b>c.</b> Demonstrate a rich knowledge of current research on effective instructional practices to meet the developmental and academic needs of students.  |          |           |          |          |
| <b>d.</b> Thoughtfully integrate and utilize appropriate available technology into instruction to maximize student learning.   |          |           |          |          |
| <b>e.</b> Establish and communicate high expectations for all students and plan instruction that helps students develop critical-thinking and problem solving skills.                                |          |           |          |          |
| <b>f.</b> Provide students with opportunities to work in teams and develop leadership qualities.   |          |           |          |          |
| <b>g.</b> Communicate effectively, making learning objectives clear and providing appropriate models of language.  |          |           |          |          |
| <b>h.</b> Use appropriate methods to assess what each student has learned, including formal and informal assessments, and use results to plan further instruction.                                   |          |           |          |          |
| <b>Comments:</b>   |          |           |          |          |
| <b>General comments (Strengths and Next Steps):</b>  |          |           |          |          |

\_\_\_\_\_ Student Teacher Signature

\_\_\_\_\_ Date

\_\_\_\_\_ Evaluator Signature

\_\_\_\_\_ Date

**APPENDIX C: Disposition Rating Form**

**Professional Dispositions Evaluation  
College of Education, University of Colorado Colorado Springs**

Teacher Candidate:  
Course:

Date:  
Professor/Instructor:

|  |  |
|--|--|
| <p><b>Class Evaluation</b></p> <p>Person Completing Evaluation:</p> <p>Signature _____</p> | <p><b>Field Experience Evaluation</b></p> <p>Site:</p> <p>Name/Title of Person Completing Evaluation:</p> <p>Signature _____</p> |
|--|--|

The following professional dispositions provide examples of behavior expectations of UCCS Teacher Education Program candidates during class and field-based experiences. Please rate student/self on the behaviors listed below.

| 1 - Rarely | 2- Occasionally | 3 – Often | 4 - Regularly | NA – Not Applicable |
|------------|-----------------|-----------|---------------|---------------------|
|------------|-----------------|-----------|---------------|---------------------|

| <b>Responsibility</b>  |  |
|--|--|
| Present and punctual for school/work.  |  |
| Completes assigned work on time.   |  |
| Complies with school and university procedures and rules.  |  |
| Communicates with instructor, university supervisor, and/or cooperating teacher prior to absences, tardiness, or late assignments. |  |
| Publicly acknowledges the ideas and work of others when appropriate.   |  |
| <b>Collaboration</b>   |  |
| Actively participates and contributes positively and equitably to group projects or activities.                                    |  |
| Respects others' time and needs.   |  |
| Demonstrates effective interpersonal skills.   |  |
| <b>Diversity</b>   |  |
| Demonstrates behavior that values the varying needs, abilities, and dispositions of others.  |  |
| Solicits and gives thoughtful consideration to alternative and contradictory opinions.   |  |
| Communicates effectively with others by demonstrating respect for gender, sexual orientation, and ethnic differences.              |  |
| <b>Professional Behavior</b>   |  |
| Adheres to professional ethics (e.g. maintains confidentiality).   |  |
| Discusses work issues and personal concerns at appropriate times and places.   |  |
| Speaks with clarity, fluency, and few grammatical errors.  |  |
| Writes with clarity, fluency, and few grammatical errors.  |  |
| Exhibits positive attitudes and commitment to quality when completing work responsibilities.                                       |  |
| Models appropriate dress relative to the context and maintains appropriate personal hygiene.                                       |  |
| <b>Personal Well-Being</b>   |  |
| Surmounts obstacles in positive and constructive ways.   |  |
| Demonstrates self-control. Displays predictable and stable emotions in a variety of situations.                                    |  |
| Analyzes and takes responsibility for personal actions.  |  |
| Accepts constructive feedback and responds positively.   |  |
| Makes changes based on feedback and demonstrates ability to learn from success and failure.  |  |
| Expresses concern or dissatisfaction in positive and constructive ways.  |  |
| <b>Comments:</b>   |  |

*Adapted from Teacher Candidate Self-Evaluation of Dispositions, Valdosta State University*

**APPENDIX D: Colorado Springs Formative edTPA Lesson Template**

**edTPA Lesson Plan Format**

| <b>VITAL INFORMATION</b>  |   |
|---|---|
| Author  |   |
| Subject(s)  |   |
| Central Focus   | What is the central focus for the content in the learning segment?  |
| Grade/Level   |   |
| Standards   |   |
| Student Learning Goal(s)/Objective(s)   | <p>What are the specific learning goal(s) for student in this lesson?</p> <p>Describe the purpose of the learning experience. What will students know and be able to do as a result of this activity? This objective should relate closely to the standards and benchmarks you select and be directly tied to your assessment. Objectives should include who the learner is, what the learner should know and be able to demonstrate (observable and measurable), what the conditions for learning are, and what the criterion level is. Consider the following domains: cognitive, affective, and psychomotor. Consider using the verbs for Bloom’s Taxonomy (knowledge, comprehension, application, analysis, synthesis, and evaluation) when</p> |
| Justification for Goals and Objectives  | <b>Given the central focus describe how the standards and learning objectives within your lesson address:</b>   |
| Prior Academic Knowledge and Conceptions  | <p>What knowledge, skills, and concepts must students already know to be successful with this lesson?</p> <p>What prior knowledge and/or gaps in knowledge do <b>these</b> students have that are necessary to support the learning of the skills and concepts for this lesson?</p>   |
| Common Errors   | <p>Common Errors, Developmental Approximations, Misconceptions, Partial Understandings, or Misunderstandings</p> <p>What are common errors or misunderstandings of students related to the central focus of this lesson?</p> <p>How will you address them for <b>this group</b> of students?</p>  |
| <b>Instructional Strategies And Learning Tasks; Description Of What The Teacher (You) Will Be Doing And/Or What The Students Will Be Doing.</b> |   |
| Launch  | <p>_____ Minutes</p> <p>How will you start the lesson to engage and motivate students in learning?</p>  |
| Instruction   | <p>_____ Minutes</p> <p>What will you do to engage students in developing understanding of the lesson objective(s)?</p> <p>How will you link the new content (skills and concepts) to students’ prior academic learning and their personal/cultural and community assets?</p> <p>What will you say and do? What questions will you ask?</p> <p>How will you engage students to help them understand the concepts?</p> <p>What will students do?</p> <p>How will you determine if students are meeting the intended learning objectives?</p>   |
| Structured practice and application   | <p>_____ Minutes</p> <p>How will you give students the opportunity to practice so you can provide feedback?</p>   |

|   |   |
|---|---|
|   | How will students apply what they have learned?<br>How will you determine if students are meeting the intended learning objectives?   |
| Closure   | _____ Minutes<br>How will you end the lesson?   |
| Differentiation/Planned Support   | How will you provide students access to learning based on individual and group needs?<br>How will you support students with gaps in the prior knowledge that is necessary to be successful in this lesson?<br><i>Whole Class:</i><br><i>Groups of students with similar needs:</i><br><i>Individual students:</i> |
| Student Interactions  | How will you structure opportunities for students to work with partners or in groups? What criteria will you use when forming groups?   |
| What Ifs  | What might not go as planned and how can you be ready to make adjustment?   |
| Theoretical Principles  | Theoretical Principles and/or Research-Based Best Practices<br>Why are the learning tasks for this lesson appropriate for your students? What research supports this?   |
| Materials   | What materials does the teacher need for <b>this lesson</b> ?<br>What materials do the students need for <b>this lesson</b> ?   |
| <b>Academic Language Demands</b>  |   |
| Language Function   | What language function do you want students to develop in this lesson? What must students understand in order to be intellectually engaged in the lesson?   |
| Content Specific Terms  | What content specific terms (vocabulary) do students need to support learning of the learning objective for this lesson   |
| Specific way(s) students will use language  | What specific way(s) will students need to use language (reading, writing, listening and/or speaking) to participate in learning tasks and demonstrate their learning for this lesson?  |
| Students' Abilities   | What are your students' abilities with regard to the oral and written language associated with this lesson?   |
| Support   | How will you <b>support</b> students so they can understand and use the language associated with the language function and other demands in meeting the learning objectives of the lesson?  |
| <b>Assessments: Describe The Tools/Procedures That Will Be Used In This Lesson To Monitor Students' Learning Of The Lesson Objective(s). Attach A Copy Of The Assessment And The Evaluation Criteria/Rubric</b> |   |
| Type of Assessment (Informal or Formal)   |   |
| Description of Assessment   |   |
| Modifications to the Assessment   | Modifications to the assessment so that all students could demonstrate their learning.  |
| Evaluation Criteria   | Evaluation Criteria - What evidence of student learning (related to the learning objectives and central focus) does the assessment provide?   |



***APPENDIX E: Lesson Reflection Form***

| <b>Post-Observation Reflection</b>  |                |
|---|----------------|
| <b>AFTER you teach your lesson (by the beginning of the next class), you will need to complete the Analyzing Teaching section of your lesson plan in Taskstream</b>   |                |
| <b>Teacher Candidate:</b>   | <b>School:</b> |
| <b>Subject/Content:</b>   |                |
| <b>Post Conference Date:</b>  | <b>Time:</b>   |
| Discuss what worked, what didn't, and for whom?   |                |
| What instructional changes do you need to make as you prepare for the lesson tomorrow, if you were going to teach the next lesson?  |                |
| <p>If you could teach this lesson again to this group of students what changes would you make to your <b>instruction</b>?</p> <p><i>Whole class:</i></p><br><p><i>Groups of students:</i></p><br><p><i>Individual students:</i></p> |                |
| <p>Why will these changes improve student learning?</p><br><p>What research/ theory supports these changes?</p>   |                |

***APPENDIX F: Video recording a lesson with rubric***

Video Recording a Lesson: Fall Field Experience Requirement

1. Obtain required permissions for video recording. Before you record your video, ensure that you have the appropriate permission from the parents/guardians of your students and from adults who appear in the video. Adjust the camera angle to exclude individuals for whom you do not have permission to film.
2. Examine your lesson and identify challenging learning tasks in which you and students are actively engaged. The clips you select for submission should provide a sample of how you interact with students to support their learning.
  - a. Provide 2 video clips (each no more than 10 minutes in length) that demonstrate how you interact with students in a positive learning environment
    - i. The first clip should demonstrate how you engage learners in a task to develop their skills and/or language function by promoting thinking
    - ii. The second clip should demonstrate how you are addressing your students' varied learning needs
3. Video record your classroom teaching
4. Select the 2 video clips to submit to the Video slot in Taskstream, and verify that each meet the following requirements:
  - a. A video clip must be continuous and unedited, with no interruption in events.
  - b. Check the video and sound quality to ensure that you and your students can be seen and heard on the video clips you submit.
  - c. Do not include the name of the state, school, or district in your video. Use first names only for all individuals appearing in the video.
5. Respond to the prompts listed in the Instruction Commentary section below after viewing the video clips.
6. Determine if additional information is needed to understand what you and the students are doing in the video clips. For example, if there are graphics, texts, or images that are not clearly visible in the video, or comments that are not clearly heard, insert digital copies or transcriptions at the end of the Instruction Commentary (no more than 2 pages).

## Instruction Commentary

You will write a commentary, responding to the prompts below. Your commentary should be no more than 6 single- spaced pages, including the prompts.

1. Promoting a Positive Learning Environment

In response to the prompt, refer to scenes in the video clips where you provided a positive learning environment.

- a. How did you demonstrate mutual respect for, rapport with, and responsiveness to students with varied needs and backgrounds, and challenge students to engage in learning?

2. Engaging Students in Learning

Refer to examples from the video clips in your responses to the prompts.

- a. Explain how your instruction engaged students in
  - i. developing the skills you wanted them to work towards
  - ii. learning the academic language function you chose for the lesson
- b. Describe how your instruction linked students' prior academic learning and personal, cultural, and community assets with new learning.

3. Deepening Student Learning during Instruction

Refer to examples from the video clips in your explanations.

- a. Explain how your instruction deepened students learning and pushed them to a higher DOK level

4. Analyzing Teaching

Refer to examples from the video clips in your responses to the prompts.

- a. What changes would you make to your instruction—for the whole class and/or for students who need greater support or challenge—to better support student learning of the central focus (e.g., missed opportunities)?
- b. Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students).
- c. Why do you think these changes would improve student learning? Support your explanation with evidence of student learning and principles from theory and/or research.

edTPA Video Lesson Submission Rubric

|   | 1  | 2  | 3  | 4   | 5  |
|---|--|--|--|---|--|
| How does the candidate demonstrate a positive learning environment that supports students' engagement in learning?        | The clips reveal evidence of disrespectful interactions between teacher and students or between students. OR Candidate allows disruptive behavior to interfere with student learning.    | The candidate demonstrates respect for students. Candidate provides a learning environment that serves primarily to control student behavior, and minimally supports the learning goals. | The candidate demonstrates rapport with and respect for students. Candidate provides a positive, low-risk social environment that reveals mutual respect among students.     | The candidate demonstrates rapport with and respect for students. Candidate provides a challenging learning environment that promotes mutual respect among students.  | The candidate demonstrates rapport with and respect for students. Candidate provides a challenging learning environment that provides opportunities to express varied perspectives and promotes mutual respect among students. |
| How does the candidate actively engage students in learning? (1)  | In the clips, students are participating in tasks that are vaguely or superficially related to the central focus.  | In the clips, students are participating in learning tasks focusing primarily on facts or lower level Bloom's/DOK  | In the clips, students are engaged in learning tasks that address their skill  | In the clips, students are engaged in learning tasks that develop their skills  | Level 4 plus: Learning tasks deepen knowledge, provide evidence of understanding, and extend skills  |
| How does the candidate actively engage students in learning? (2)  | There is little or no evidence that the candidate links students' prior academic learning or personal, cultural, or community assets with new learning. OR Links cause student confusion | Candidate makes vague or superficial links between prior academic learning and new learning.   | Candidate links prior academic learning to new learning.   | Candidate links both prior academic learning and personal, cultural, or community assets to new learning.   | Candidate prompts students to link prior academic learning and personal, cultural, or community assets to new learning.  |
| How does the candidate elicit student responses to promote thinking and develop skills/use of academic language function? | Candidate does most of the talking and the students provide few responses. OR Candidate responses include significant content inaccuracies that will lead to student misunderstanding    | Candidate primarily asks surface-level questions and evaluates the student responses as correct or incorrect   | Candidate elicits student responses to support the use of the skill/language function  | Candidate elicits and builds on students' responses to explicitly portray, extend, or clarify what students should be learning  | Candidate facilitates interactions among students so they can evaluate their own abilities to apply the learned skill/language function  |
| How does the candidate use evidence to evaluate and change teaching practice to meet students' varied learning needs?     | Candidate suggests changes unrelated to evidence of student learning.  | Candidate proposes changes that are focused primarily on improving directions for learning tasks or task/behavior management.  | Candidate proposes changes that address students' collective learning needs related to the central focus. Candidate makes superficial connections to research and/or theory. | Candidate proposes changes that address individual and collective learning needs related to the central focus. Candidate makes connections to research and/or theory. | Level 4 plus: Candidate justifies changes using principles of research and/or theory.  |

**APPENDIX G: Midterm Evaluation Form**

**UCCS TELP First Semester Mid-Term Evaluation**

*It will be helpful to have copies of the CTQS Observation and Disposition forms to reference while completing this form.*

**A. CTQS** - In general, how does the Teacher Candidate perform on each of the six standards? This does not need to be a mathematically derived average, but a general impression of progress at mid-term in the semester.

**1. Quality Standard I: Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary Teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary Teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).**

O N=Not Yet Evident   O PP=Partially Proficient   O P=Proficient (Meets State Standard)   O A=Accomplished

a. Which element of the standard has been most successfully achieved?

a    b    c    d    e    f

b. Which element of the standard seems need the most focus?

a    b    c    d    e    f

**2. Quality Standard II: Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.**

O N=Not Yet Evident   O PP=Partially Proficient   O P=Proficient (Meets State Standard)   O A=Accomplished

a. Which element of the standard has been most successfully achieved?

a    b    c    d    e    f

b. Which element of the standard seems need the most focus?

a    b    c    d    e    f

**3. Quality Standard III: Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.**

O N=Not Yet Evident   O PP=Partially Proficient   O P=Proficient (Meets State Standard)   O A=Accomplished

a. Which element of the standard has been most successfully achieved?

a    b    c    d    e    f    g    h

b. Which element of the standard seems need the most focus?

a    b    c    d    e    f    g    h

**4. Quality Standard IV: Teachers reflect on their practice.**

O N=Not Yet Evident   O PP=Partially Proficient   O P=Proficient (Meets State Standard)   O A=Accomplished

a. Which element of the standard has been most successfully achieved?

a    b    c

b. Which element of the standard seems need the most focus?

a    b    c

**5. Quality Standard V: Teachers demonstrate leadership.**

O N=Not Yet Evident   O PP=Partially Proficient   O P=Proficient (Meets State Standard)   O A=Accomplished

a. Which element of the standard has been most successfully achieved?

a    b    c    d

b. Which element of the standard seems need the most focus?

a    b    c    d

**6. Quality Standard VI: Teachers take responsibility for Student Academic Growth**

O N=Not Yet Evident   O PP=Partially Proficient   O P=Proficient (Meets State Standard)   O A=Accomplished

a. Which element of the standard has been most successfully achieved?

a    b

b. Which element of the standard seems need the most focus?

a    b

**B. Professionalism and Participation** – In general, how does the TC meet expectations in the areas addressed by the Professional Disposition Evaluation? Again, this does not need to be a mathematically derived average, but a general impression of progress at mid-term in the semester

**1. Responsibility**

1=Seldom     2=Occasionally     3=Often     4=Regularly

**2. Collaboration**

1=Seldom     2=Occasionally     3=Often     4=Regularly

**3. Diversity**

1=Seldom     2=Occasionally     3=Often     4=Regularly

**4. Professional Behavior**

1=Seldom     2=Occasionally     3=Often     4=Regularly

**5. Personal Well-Being**

1=Seldom     2=Occasionally     3=Often     4=Regularly

**C. US Goals** – Describe two goals that the UCCS site supervisor has for the Teacher Candidate for the remainder of the semester.

a.

b.

**D. TC Goals** – Describe two goals that the Teacher Candidate has for the remainder of the semester.

a.

b.

***APPENDIX H: End of Semester Goals Form***

**Goals for Second Semester – Student Teaching**

Teacher Candidate \_\_\_\_\_ Content Area/Grade \_\_\_\_\_

Cooperating teacher \_\_\_\_\_ School \_\_\_\_\_

Please think about what you have learned during first semester and what you feel you still need to learn. For each section, provide one goal you have for your student teaching experience. These goals will be shared with your Cooperating Teacher and Site Coordinator.

I. **Curriculum** – This is anything directly related to your content area.

1.

II. **Classroom Management** – This includes anything involved in running an efficient/effective classroom.

1.

III. **Personal** – This is pretty much anything that doesn't fit in the first two categories.

1.

***APPENDIX I: edTPA/SPS Release signature form***

To: Parents & Guardians  
Topic: Student Release Form

From: \_\_\_\_\_ -- Student Teacher, University of Colorado Colorado Springs  
\_\_\_\_\_ -- Cooperating Teacher, \_\_\_\_\_ School  
Joseph Wehrman – Interim Dean, College of Education, University of Colorado Colorado Springs  
Sarah Kaka – Director of Teacher Education, University of Colorado Colorado Springs

As a student teacher at the University of Colorado Colorado Springs, I will be doing video analysis of my teaching as a requirement of the Teacher Preparation program. This also includes participation in edTPA. The edTPA is a nationally recognized, performance-based assessment process designed by Stanford University to measure key aspects of job readiness for new teachers. Research has proven that use of video in student teaching will help me be a more effective teacher, and will also help trained evaluators determine whether I am ready for a teaching license.

As part of this process, I will submit

- short video recordings of my teaching in your student’s class
- samples of written work by students.

Although the video recordings include both the students and me, the primary focus is upon my instruction, not on the students in the class. In the course of taping, your student may appear on the video recordings. Also, I will submit samples of student work as evidence of my teaching practice, and that work may include some of your child’s work. Only the following people may view the videos and the samples of student work: trained evaluators, my UCCS advisors/professors, your student’s full-time teacher, or other student teachers from UCCS. The videos and student work samples will not be made public or used for commercial purposes.

No student’s name will appear on any video or written materials that are submitted. The video recordings will never be made public.

In addition, the University of Colorado Colorado Springs is using a new student survey instrument to assess student teachers. The Student Perception Survey is a 34-question survey that will be given to your child later this semester asking them their overall thoughts on my teaching this semester. Colorado’s Student Perception Survey focuses on student learning, student-centered environment, classroom community, and classroom management. Each of these categories includes questions that measure student teacher practice and provide an overall picture of educator effectiveness. The survey will be administered anonymously. The final results will be shared with the student teacher on the class level after the conclusion of student teaching.

Both of these assessments will be used to inform the student teacher, as well as for improvement to the UCCS Teacher Preparation.

This form continues on the next page and will be used to document your permission for your child’s participation in these activities. Consent to all of these is assumed unless you opt out by signing and returning this form.

Thank you for your willingness to assist me in becoming a successful educator.



From: \_\_\_\_\_ -- Student Teacher, University of Colorado Colorado Springs  
 \_\_\_\_\_ -- Cooperating Teacher, \_\_\_\_\_ School  
 Joseph Wehrman – Interim Dean, College of Education, University of Colorado Colorado Springs  
 Sarah Kaka – Director of Teacher Education, University of Colorado Colorado Springs

| <b>PARENT/GUARDIAN MUST COMPLETE, SIGN, AND DATE BELOW:</b>  |  |                                 |
|--|--|---------------------------------|
| I am the parent/legal guardian of the child named above. I have received and read your letter regarding student teacher assessments being conducted by the University of Colorado Colorado Springs. I grant permission/do not grant permission as indicated below:                             |  |                                 |
| <b>Component of Assessment</b>   | <b>CHECK ONLY ONE BOX FOR EACH COMPONENT</b> |                                 |
|  | <b>I DO give permission</b>                  | <b>I DO NOT give permission</b> |
| <b>Video Recording:</b><br>We request permission to include your student’s image on video recordings as he/she participates in classroom activities conducted by _____. Your student’s name will NOT appear on any recordings submitted by the student teacher.                                |  |                                 |
| <b>Samples of Student Work:</b><br>We request your permission to include copy materials that your student completes as part of classroom activities as he/she participates in class conducted by _____. Your student’s name will NOT appear on any materials submitted by the student teacher. |  |                                 |
| <b>Student Perception Survey:</b><br>We request permission to administer a 34-question survey to your child regarding their opinion of _____ as a student teacher. Your student’s name or personal information will NOT appear on the survey.  |  |                                 |

|  |              |
|--|--------------|
| Please complete this form and return it to your child’s teacher on or before _____ 2015. |              |
| <b>Student Name:</b>   |              |
| <b>PARENT/GUARDIAN SIGNATURE:</b>  | <b>Date:</b> |

***APPENDIX J: Elementary Lesson Collection***

**Elementary Lesson Plan Collection – Due at the End of Level I Field Experience**

To ensure that all elementary students are meeting the ACEI standards, we have developed a new assignment. Each elementary teacher candidate must create a lesson and be formally observed teaching: Math, Science, Social Studies Reading. Additionally, elementary teacher candidates will submit a lesson collection comprised of a minimum of four (maximum six) lesson plans that demonstrate proficiency in ACEI standards 2.1 (Reading, Writing, and Oral Language), 2.2 (Science), 2.3 (Math), 2.4 (Social Studies), 2.5 (The Arts), 2.6 (Health Education), and 2.7 (Physical Education). Interdisciplinary lessons are encouraged with standards 2.5, 2.6, and 2.7 woven into the other content areas.

For the lessons that will be included in the Lesson Plan Collection, elementary teacher candidates should use the following directions for selecting standards:

**Standards and Benchmarks:** Select the appropriate Colorado Academic Standards for your lesson. Select the Colorado Teacher Quality Standards that will be observed. Select standards from ACEI that align with your lesson. In addition, determine how you will include one or more of the following ACEI standards: the Arts (Standard 2.5), concepts related to health education and practices that contribute to good health (Standard 2.6), and an emphasis on movement and physical activity that is important for healthy lifestyles (Standard 2.7).

***APPENDIX K: Parent Contact Log***

During the Spring Field Experience of student teaching, teacher candidates are expected to make at least 30 contacts with parents or guardians. Below is the form that can be uploaded into Taskstream as part of your Evaluation Portfolio.

| <b>Parent/Guardian Contacts</b> |                        |  |  |             |                        |
|---------------------------------|------------------------|--|--|-------------|------------------------|
| <b>DATE</b>                     | <b>Type of Contact</b> |  | <th><b>DATE</b></th> <th><b>Type of Contact</b></th> | <b>DATE</b> | <b>Type of Contact</b> |
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## ***APPENDIX L: Professional Expectations***

### **Teacher Candidate Expectations for the PPS Site**

*Teacher candidates are required to demonstrate knowledge, skills, professionalism, and commitment during the Level I and Level II Field Experiences. The expectations for these experiences are listed below. Each teacher candidate must read and sign this document to demonstrate understanding of the responsibilities and expectations. The teacher candidate keeps a copy and the Director of Teacher Education keeps a copy in your file. Violation of any of these expectations may be grounds for removal from the TELP program.*

1. Attendance
  - a. First semester: Monday-Friday morning and all day on Wednesday
  - b. Second semester: Staff hours or beyond for Level II Field Experience
2. Absences.
  - a. Call/email the school when you are sick and must be absent.
  - b. Make certain that the cooperating teacher and the site coordinator get notified and that the UCCS site supervisor is informed.
  - c. If you are too ill to contact them, make sure that these two people have been contacted early by someone who can make the call.
  - d. **All missed days must be made up.**
3. Concerns:
  - a. If concerns are expressed from staff or parents, the site coordinator, UCCS University Supervisor, or the principal, the Director of Teacher Education will speak directly to you so that immediate corrective action may occur and so that issues can be resolved quickly and productively.
4. Whose classroom is it?
  - a. It is ultimately the Cooperating Teacher's classroom.
  - b. You take direction from the classroom teacher.
  - c. You will be asked to perform a number of classroom and school tasks and duties that will be part of the classroom teachers' tasks and duties.
5. Professionalism:
  - a. Demonstrate ethical behavior when interacting with staff, parents, and students.
  - b. Demonstrate maturity as a professional educator.
  - c. Promote the credibility of the profession by considering carefully how you speak about your PPS site or your teaching experience to others. The most significant way to build or destroy credibility of the school is by the way educators themselves talk about what they do.
  - d. Professionalism must be demonstrated to be recommended for Level II field experience and to recommended for licensure.
6. Borrowing materials:
  - a. If you borrow teacher manuals or materials, make sure they are returned promptly.
7. Observations:
  - a. The specific number of observations required is outlined in the handbook and must be followed or exceeded.
  - b. Signing up for observations is your responsibility.
  - c. The lesson to be observed should be at least 30 minutes long.
  - d. The lesson *must* be linked to standards.
  - e. The observation must be an observation of you teaching. It must not include you giving a test, supervising a snack time or break, etc.

- f. The lesson plan form must be completed and sent to your observer prior to the observation.
  - g. The reflection should be completed promptly after the observation.
  - h. Remember that a large part of your learning to be a teacher is being willing to accept feedback and act upon it. This is one of the most important aspects of this year.
8. In order to be recommended for Level II field experience you must demonstrate each of the following:
- a. Meet attendance requirements.
  - b. Demonstrate professionalism.
  - c. Continuous progress and improvement on the Colorado Teacher Quality Standards as demonstrated in lesson planning, during observations, and on reflections.
  - d. Pass the appropriate content test for your level and content area (PLACE or PRAXIS).
  - e. Demonstrate productive collegial relationships.
  - f. Plan to take no more than three semester hours of credit beyond student teaching.
  - g. Complete all requirements for fall coursework by the end of fall semester and earn a B- or better in all methods courses. If you have an Incomplete in any course, you will need to postpone student teaching to the following year.
9. Readiness for Solo Teaching (Second Semester):
- a. Demonstrate initiative in taking on small group and whole group lessons as soon as possible. Continue to take on more responsibility through January – May (Co-Teaching Model).
  - b. Remember that turning in plans, records, and other paperwork on time is an essential part of being a teacher.
10. Big Picture Thinking:
- a. You are part of a bigger picture and context.
  - b. **BE WILLING TO DO WHAT IT TAKES TO GET THE JOB DONE!**
11. Letters of Recommendation/Teacher Evaluation (Second Semester):
- a. Based on coursework, teaching experience, and demonstrations.
12. Collegial Relationship
- a. It is primarily your responsibility to make the collegial relationship between your Clinical teacher work productively.
13. Personal Responsibility
- a. It is your responsibility to read and follow the guidelines in the TELP handbook for all expectations and requirements in coursework and at the PPS site.

I have been made aware of these expectations and understand my responsibilities.

Teacher candidate (printed) \_\_\_\_\_ Date \_\_\_\_\_

Teacher candidate (signature) \_\_\_\_\_