

Colorado Christian University



Practicum Handbook Standards-based Planning for EDU 214 Fall 2013

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COLORADO CHRISTIAN UNIVERSITY

SCHOOL PLACEMENT FORM EDU 214 Practicum

This form is DUE within one week of notification of your practicum placement

STUDENT: _____ PHONE _____

E-mail: _____ GRADE/ SUBJECT: _____

SCHOOL-BASED TEACHER: _____ PHONE _____ E-mail _____

SCHOOL: _____

ADDRESS: _____

PLANNING: _____ LUNCH _____ SCHOOL HOURS: _____

PRINCIPAL: _____ PHONE _____ E-mail _____

STUDENT'S SCHEDULE FOR PRACTICUM ACTIVITIES: (DATES AND TIMES):

DIRECTIONS:

Within one week of your notification of placement, you are expected to contact your School Based Teacher and set up a schedule for your Practicum experience. That schedule must be added to this Assignment Form. This dated, signed form must be returned to your University Supervisor to inform him/her of your plan

When contacting school staff members, please take full responsibility for the initial contact. Most teachers rely on email, so begin with that. If you have not had a return email in two to three days, re-send your message. After the third day, try contacting your teacher via phone; if you need to leave a message, mention that you have already sent an email and that you want to be sure that s/he has received it. Indicate that you know how busy s/he is, but that you are excited about beginning your Practicum work and hope to meet with him/her soon.

A copy of the "School-based Evaluation" form, which your School Based Teacher completes, is located near the end of this Practicum Handbook. Your University Supervisor will send a copy of this evaluation form to your School Based Teacher along with a letter of appreciation and guidelines for directing your Practicum Experience. The teacher may give you the completed evaluation form for you to return to your University Supervisor during or before your scheduled conference at the end of the semester. The School Based Teacher may also mail/email the form to the University Supervisor.

Your University Supervisor will contact your School Based Teacher and each will make at least one observation of you (total of two different lesson plans, total of two observations.) If you have any questions or problems, please contact your University Supervisor. Best wishes for a fun, interesting and challenging Practicum experience.

Date Initiated: _____ Supervisor Signature _____

Date Returned: _____ Student Signature: _____

EDU 214 PRACTICUM FACT SHEET

FINGERPRINTING is REQUIRED before you can work in a school!

Dates:

Times: Make out either a **Certified Check or Money Order** to Colorado Bureau of Investigation for \$ 39.50, and \$5 **in cash** for the officers conducting the fingerprinting.

Practicum

Minimum of 60 Hours in the school classroom is required by the School of Education. Classroom hours should be consistently scheduled and distributed over the semester so that the developmental growth of students is observed throughout the semester.

Grading: A-F

- The University Supervisor will arrange all Practicum Placements.**
- You are responsible for:***
 - ✓ ***Calling within one week to arrange your schedule with your School-based Teacher.***
 - ✓ ***Obtaining the address, school phone number and teacher's email, voice-mail number, and directions to the school.***
 - ✓ ***Contacting your University Supervisor IMMEDIATELY if the teacher declines to supervise.***
 - ✓ ***Starting your assignment within two weeks of your confirmed placement.***
 - ✓ ***Completing the "Assignment Form" and returning it to your University Supervisor within one week of your Practicum placement***

Date: _____

During ALL Practicum experiences:

The teacher candidate is:

- To gain experience ***teaching/working directly with students.***
- To be **observed** a minimum of one time by the University Supervisor and at least one time by the School-based Teacher.
- To **write a "modified" lesson plan** using the SOE Lesson Plan Template for all lessons taught.
- To be **evaluated** by the School-based Teacher
- To be **evaluated** by the University Supervisor.
- To complete a **Time Log** on the CCU form.
- To keep a **Daily Reflective Journal** of the Practicum experiences, using SOE Reflection Model.
- To **complete one self-evaluation form and one program evaluation form.**

- To schedule an **EXIT conference** with the University Supervisor.

□ **During Practicum:**

The teacher candidate is responsible for:

- ✓ Working with students. **YOU ARE ONLY GIVEN CREDIT FOR THE TIME YOU WORK WITH THE STUDENTS in Practicum.** If the teacher has a planning period, go observe another classroom.
- ✓ **Notifying the classroom teacher if you are ill** and cannot attend as scheduled.
The teacher is counting on you being there to help with the students.
- ✓ **Representing CCU in a favorable position.** You are expected to **dress accordingly:**
 - **Men:** Slacks, shirts, sweaters covering the pant waistband or tucked in, ties. (NO shorts, jeans, sagging, t-shirts, or sandals.)
 - **Women:** Slacks, skirts and dresses of modest length, blouses & sweaters covering the mid-riff, no visible cleavage. (NO shorts, jeans, t-shirts, off-shoulder tops, or mini-skirts.)

***Everyone:* Please remember you are a guest in the school and are expected to be a role model to students, as well as abide by the Code of Conduct of the school/district.**

◆ **CCU teacher candidates are required to:**

- **Keep an organized 3-ring notebook/folder of artifacts/ideas** that you collect during Practicum experience to support your future teaching (bulletin board ideas, special lessons or projects, books for reference, discipline/classroom management ideas, articles, motivational techniques, organizational strategies, etc.)
- **Add demonstrations to your Teacher Portfolio**
- **Attend all Required Seminars** per the schedule. (*Your grade is lowered one full letter for each seminar missed.*)
- **Keep your University Professor/Supervisor informed of all questions or concerns.**

PRACTICUM PLACEMENT NOTIFICATION LETTER
School of Education
Colorado Christian University

Practicum EDU 214 Standards-based Planning
60 hours

Dear _____,

Thank you for agreeing to have _____ in your classroom for the Practicum experience (designated portion of 60 hours) to find out what it is like to be a EDU 214 teacher. You are making a valuable contribution to your profession by helping in the training of a prospective teacher who will influence hundreds of children.

I will serve as the contact person for your student. If you have any questions or concerns during the semester, please feel free to call me at _____.

Following the guidelines for Colorado Performance-based Assessment Requirements of Teacher Performance, we are expecting our students to teach a minimum of two “modified” lessons during their hours in your classroom. One of these lessons will be observed by me, the University Supervisor, and the other lesson(s) is to be observed by you. Students are expected to write a lesson plan for each of these lessons using the SOE Lesson Plan Template. The students are to coordinate their observation dates with the University Supervisor in accordance with your classroom schedule.

In addition to having the opportunity to observe all aspects of a real classroom at work, we want our students to be actively involved in the teaching-learning process. Listed below are just a few of the activities in which this student might participate in your classroom:

- Working with small or large group instruction
- Teaching the class when you need to work one on one with a student
- Helping individuals or small groups of students while you are teaching
- Supervising students to and from the library, computer lab, lunch, etc.
- Reading a document or instructions to the class
- Conducting daily warm-up activities
- Assisting individual students who need extra help
- Observing/participating in collaboration with regular classroom teachers
- Observing the teacher handle discipline problems
- Participating in other ways you determine appropriate

At the end of the Practicum experience when the designated 60 hours are finished, you will be completing an evaluation of the Practicum student. Please be very honest in your evaluation regarding the work of this student. After you have completed the evaluation, please share the form with your student. Your practicum student will have a final conference with the University Supervisor and will bring your evaluation form and the daily time log to be verified and signed by you. Again, thank you for agreeing to mentor this Teacher Candidate!

University Supervisor



**This student will be calling to
arrange the Practicum
Experience times with you.**

Guidelines for Successful Practicum Experiences

Interaction with the School Based Teacher:

1. A GOOD RELATIONSHIP is vital for maximum achievement. The school-based teacher has ultimate responsibility for the classroom and is legally responsible.
2. Take an interest in EVERYTHING that goes on in the classroom.
3. ASK QUESTIONS about appropriate procedures and classroom rules. Make notes.
4. BE RESPONSIVE TO REQUESTS FOR ASSISTANCE (i.e. putting up bulletin boards, grading papers, clearing lab areas, etc.)
5. SHOWING RESPONSIBILITY in small ways will encourage the teacher to give you greater responsibility.
6. DEMONSTRATE YOUR READINESS to teach (or help) if asked.
7. DO NOT CRITICIZE the school-based teacher or his/her methods. Instead, ASK WHY he/she does things that way. When in charge, you may ask permission to try another way in which you have some background.
8. DO MORE than minimum requirements. (Go the second mile; learn all you can from secretaries, custodians, other teachers, cafeteria workers, administrators, etc.) INTRODUCE YOURSELF TO THEM.
9. ACCEPT SUGGESTIONS AND CONSTRUCTIVE CRITICISM as avenues to improvement.
10. Always use GOOD GRAMMAR.
11. Maintain CONFIDENTIALITY (it's the law)! Always conduct yourself in a professional manner.

Interaction with the Students:

1. Treat each one as a WORTHWHILE INDIVIDUAL capable of learning.
2. REACT POSITIVELY to all students.
3. LEARN STUDENTS' NAMES quickly.
4. LEARN about the special learning needs of each student and what modifications are required (based on IEP).
5. SMILE at students often and interact with them..
6. LISTEN to students when they voice problems.
7. Let students know you RESPECT THEM as individuals.
8. Avoid labeling students (ethnic groups or stereotypes)

Important Observations:

ATTENDANCE: Observe attendance taking, and perhaps volunteer to take attendance. This is a great way to become acquainted with the gradebook system.

DAILY SCHEDULE: Note the order of classes, breaks, special assemblies, the beginning and dismissal times and teacher's methods for handling dismissal and transition time.

COLLABORATION MODEL: Learn the models for interacting/collaborating with regular education teachers. What are the responsibilities of the EDU 214 teacher?

IEP PROCEDURES: How are students referred to EDU 214? Who participates in IEP meetings? What are their responsibilities? How are IEP reviews handled?

EVACUATION PROCEDURES: Review them for your classroom safety.

Reflective Questions to Prompt Journaling

1. As your School Based Teacher begins to teach, once again, don't just be a looker, be an **observer**. To observe properly, you need to know what to look for. Here are a few things you should notice:
 1. How does the teacher start the class? How does he/she tie in to previous learning? How does he arouse students' interest?
 2. How does the teacher make the purpose and relevance of the lesson apparent? Direct teacher statements? Eliciting reactions from student? Other?
 3. What methodologies are used? Lecture? Discussion? Audiovisual presentation? Demonstrations? Student Activities?
 4. What provisions are made for individual differences? Small group work? Individual assignments? Differentiated instruction? Others?
 5. What materials are used in the course of a lesson? Textbooks? Supplementary books? Films? Computers? Videos? Public Television? Concrete objects? Illustrations? Models? Others?
 6. Does the teacher show a broad knowledge of the subject area? Does he stick to the textbook or bring in information from other sources also? Does he relate the subject matter to other content the students have studied, or to current events, or to students' personal needs?
 7. What disciplinary techniques does the teacher use?
 8. How do the teacher's personal qualities help advance the lesson? Is his/her dress appropriate, so that it does not distract from the subject matter? Are there distracting mannerisms? Is correct grammar used? Is his or her voice volume and pitch appropriate?
 9. How does the teacher end the lesson? Does he summarize the day's learning? What kind of homework assignments are made, if any?
 10. What, if any, evaluation techniques does the teacher use in the course of the lesson? Oral questions? Written questions? Observation of students' verbal responses? Observation of students' application skills?

Taken from:

Roe, Betty D., et al. *Student Teaching and Practicum Experience Handbook*, Charles E. Merrill Publishing CO., 1984

REFLECTION MODEL

Every day that you observe, participate in instruction or engage in other teacher responsibilities, you will write a reflection in your journal. You may choose or be required to address the following three areas.

1) **Cognitive:** Describe a specific observation, activity or interaction by writing down specific details and actual behaviors you observed or engaged in—stick to facts. You might describe a teacher’s or your own instruction, a student engaged in learning, a relationship, an interaction between peers, classroom climate, teaching strategy, or classroom management technique, etc. The specific observation may be of an incident that only took a couple minutes or an entire class period.

2) **Affective:** You chose this particular situation/event/realistic observation, etc. for a reason. Answer one or more of the following: Why was it important? What values were demonstrated? What personal, affective response did you have from the specifics you observed or engaged in?

3) **Behavioral:** How will this impact you as a future teacher? How might you as a future teacher act or behave as a result? What will you decide or plan to do (differently or in the same manner)? What will you want to remember/keep in mind?

1) Specific Details	
2) Affective Response/ Significance	3) Planned future actions /Application as a future teacher

Practicum Student Objectives

Students will gain awareness of the skills at an **“introductory level”** for the following CDE Teacher Performance Standards:

3.1 Design short and long range standards-based instructional plans.

(I)

- 3.2 Develop valid and reliable assessment tools for the classroom. (I)
- 3.3 Develop and utilize a variety of informal and formal assessments, including rubrics. (I)
- 3.4 Assess, compare and contrast the effects of various teaching strategies on individual student performance relative to content standards. (I)
- 3.5 Use assessment data as a basis for standards-based instruction. (I)
- 3.6 Provide effective verbal and written feedback that shape improvement in student performance on content standards. (I)

- 3.8 Ensure that instruction is consistent with school district priorities and goals, the Colorado Model Content Standards, and the 1999 Colorado Accreditation Program. (I)
- 4.2 Enhance content instruction through a thorough understanding of all Colorado model content standards. (I)
- 4.3 Apply expert content knowledge to enrich and extend student learning. (I)
- 4.4 Integrate literacy and mathematics into content area instruction. (I)
- 5.1 Create a learning environment characterized by acceptable student behavior, efficient use of time, and disciplined acquisition of knowledge, skills, and understanding. (I)
- 5.2 Apply sound disciplinary practices in the classroom. (I)
- 5.3 Apply appropriate intervention strategies and practices to ensure a successful learning environment. (I)
- 5.4 Raise the academic performance level of a group of students, over time, to a higher level. (I)
- 5.5 Understand the cognitive processes associated with various kinds of learning (e.g. critical and creative thinking, problem structuring and problem solving, invention, memorization, and recall) and ensure attention to these learning processes so that students can master content standards. (I)
- 5.6 Work in cooperation with library media and other resource specialists in providing student instruction on how to access, retrieve, analyze, synthesize and evaluate information, and integrate these information literacy skills into the curriculum to accomplish standards-based learning activities. (I)
- 5.7 Accurately document and report ongoing student achievement. (I)
- 5.8 Communicate with parents and guardians effectively in order to involve them as participants and partners in student learning. (I)
- 5.9 Communicate a variety of assessment results, and their implications, to student parents, guardians, professional administrators and the community. (I)
- 6.1 Employ a wide range of teaching techniques to match the intellectual, emotional, and social level of each student, and choose alternative teaching strategies and materials to achieve different curricular purposes. (I)
- 6.3 Utilize his/her understanding of educational disabilities and giftedness and their effects on student learning in order to individualize instruction for these students. (I)
- 6.4 Teach students within the scope of a teacher's legal responsibilities and students' educational rights, and follow procedures as specified in state, federal and local statutes. (I)
- 6.6 Collect data on individual student achievement and be accountable for each child's learning (I)
- 6.7 Use specific knowledge of student medical conditions and medications and their possible effects on student learning and behavior. (I)
- 7.2 Use technology to increase student achievement. (I)
- 7.3 Utilize technology to manage and communicate information. (I)
- 7.4 Apply technology to data-driven assessments of learning. (I)
- 7.5 Instruct students in basic technology skills. (I)
- 8.1 Model and articulate the democratic ideal to students, including:
The school's role in developing productive citizens. (I)
- 8.2 Develop, on the part of the students, positive behavior and respect for the rights of others, and those moral standards necessary for personal, family and community well-being. (I)
- 8.3 Understand and respond to influences on educational practice including: (I)
Federal executive, legislative and legal influences.
State roles of the governor, legislature and State Board of Education.
Local school districts, boards of education and boards of cooperative educational services.
Non-traditional and non-public schools, including: charter schools, religious schools, and home schooling.
- 8.4 Promote teaching as a worthy career and describe various career paths in education, including local, state, national, and international options, higher education, public and private education. (I)
- 8.5 Evaluate his/her own performance and access the professional development options necessary to improve that performance. (I)

Assessment

The University Supervisor observes the student in the classroom and provides written and oral feedback to the student using the University Supervisor Evaluation form. At the end of the Practicum experience, the student meets individually with the University Supervisor/instructor during a scheduled Exit Interview. At this meeting the student will submit and discuss the following data to indicate successful completion of the Practicum experience:

a) signed time log; b) guided observation journal entries, c) reflective journal with entries dated for each visit to the school, d) school supervisor evaluation, e) self-evaluations, f) lesson plans, and g) the University Supervisor's and School-based Teacher's lesson observation critiques.

The grade is determined by the level of proficiency and these data as well as the standard elements.

GRADING SUMMARY Practicum: Standards-based Planning 2 credits	POINTS
Time Log w/School-based Teacher's signature Minimum of 60 hours recorded	25
CCU Class Seminars	15
Lesson Plans	10
Lesson Plan Presentation (in class)	10
Journal Reflections (document <u>each</u> classroom visit)	10
Self -Evaluations	5
University Supervisor Evaluations	15
School-based Supervisor Evaluations	10
TOTAL	100

Grading Scale

A	=	90 – 100
B	=	80 – 89
C	=	70 – 79
D	=	60 – 69
F	=	00 – 59

SoE Policies

Attendance Policy

1. Attendance by the student is required at all scheduled classes and Practicum seminars.
2. Any student who is unable to meet this requirement must submit a letter stating the reason why the class was missed and present this letter to the professor within one (1) week of the date of the absence.

3. For this Practicum experience, professional disposition (attendance; commitment to the students, school, and mentor teacher; preparation; communication skills; and attitude) is very important. Both the school supervisor and the university supervisor must receive a phone message in the event that the student will not meet a scheduled commitment. Failure to submit the above letter or absences in excess of one class in the Practicum during the semester will result in a reduction of the grade. Students are responsible for their own transportation to Practicum sites.

Late Assignments

All appointments, assignments and documentation are to be completed or arranged as scheduled (or within the time frame allotted by the professor when this applies). Lesson plans must be turned in prior to the lesson delivery. Exit Interviews must be according to the professor's posted schedule. Assignments may be turned in later the same day or on the following day for half credit. Assignments over one day late will not be accepted. Computer problems do not constitute exemption from this policy.

Plagiarism Policy

A climate of intellectual honesty and professional behavior is expected from every member of the CCU learning community. Intellectual honesty includes avoiding plagiarism and other forms of intellectual dishonesty, i.e. cheating on tests, using one paper in two classes, software piracy, and representing someone else's intellectual work as your own. Dismissal from the university can result.

Disclaimer

Syllabus modifications or additions may occur at the professor's discretion based on performance criteria and needs of the students in the class. Such modifications will be announced verbally in class only.

Selection of Partner Schools

Partner schools including are identified with intentionality by CCU/SoE faculty and meet the strict criteria for the selection of partner schools:

1. Willing to collaborate in teacher education exemplified by providing school-based professional resources, space, time, and learning opportunities
2. Willing to identify a committed teacher or administrator contact person
3. School and district serve a diverse student population
4. CCU students can gain classroom exposure
5. School provides examples of instructional practices including standards based instruction, assessment, individualization, use of technology, and others
6. School based professionals welcome a mentoring relationship with teachers in training and can meet with CCU professors on a planned schedule
7. School defines ways in which CCU students and/or faculty can serve the school community.
8. CCU provides certificates verifying professional contact hours for school based professionals.

Other school and district partnerships are continually being explored for this course implementation.

Selection of School-based Teachers:

Selection of mentor teachers, referred to as School-based Teachers, is done in collaboration with the school administration. Criteria from the SOE perspective includes, but is not limited to:

- Demonstrated knowledge in the content areas of instruction
- Expertise and commitment in the Practicum and to teacher preparation
- A minimum of three years of school teaching experience
- Demonstrated commitment to service within the education community

SOE LESSON PLAN TEMPLATE

Elementary and Secondary

(See also SOE Directions for Lesson Planning)

Student Teacher: _____ **Date:** _____

School: _____

Subject/Topic: _____

Grade Level: _____

PLANNING

1. Teacher Performance Standards:
2. Colorado Academic Standard(s) [Refer to *SOE Map for Colorado Academic Standards*]:
List Prepared Graduate Competency(ies), i.e., PG/____:
List Grade/Grade Level Expectation(s), i.e., H – 1:

Evidence Outcomes (write out):

21st Century & Readiness Skills (write out):
3. Learning Objective(s):
4. Differentiation:
 - Modifications (IEP, ILP, ELL, ALP, 504, etc.):
 - Adjustments for diverse populations/learners:
5. Assessment:
 - a. Pre-Assessment:
 - b. Post-Assessment:
6. Methodology (research-based techniques and strategies):
7. Materials and Resources Needed:

INSTRUCTION

8. Introduction:
9. Instructional Input:
10. Guided Practice:
11. Independent Practice:
12. Closure:

ANALYSIS/REFLECTION

13. Post-Assessment Results:
14. Reflection:
15. Adjustments:

The ABCD Model for Writing Objectives

A= Audience	Who?	The student will
B= Behavior expected in the end	Will do what?	Be able to
C=Conditions	Under what conditions?	When given (conditions) or by memory
D=Degree	How well? (at the end of the lesson)	At a ____% performance level (or specific criteria in a rubric

A – Audience

Clearly stated instructional objectives contain an audience (A) statement that specifies the particular student or students who will be learning such as :

- eight-grade students will demonstrate the ability to:
- art students will be able to :
- students who complete their other assignments will show they can :
- students in Algebra I will:

Often the audience statement becomes the stem for a set of instructional objectives, as in the following example for a unit:

After completing this unit, eight-grade students will be able to:

B – Behavior

This requirement must be a concrete, observable action that illustrates the nature of the learning. Therefore, statements such as “Students will learn to count in Spanish” and “Students will know how to design an experiment” are not observable, specific behaviors. The objectives need to specify what it will look like if the students have “learned,” or if they “know.” Similarly, statements that describe activities designed to produce learning (e.g., “Students will watch a movie.”) are not clearly stated instructional objectives. It must be specific. What will it look like if the students have learned or if they know.

C – Conditions

This is included when special circumstances may affect student performance during assessment. Conditions may be equipment or material to be used by the student, a time requirement, or some other limitations within which the student is expected to perform. If there are no special circumstances, the conditions statement may be omitted from the objective. The following are examples of conditions statements.

- using the outline may provided
- given a set of data never seen before
- given a protractor and a calculator
- as a volunteer

Conditions often describe the materials that may be used by the student when producing the product or performance to be used as evidence of learning, for example, the outline, data, notes, protractor and calculator. The fourth example (as a volunteer) is used with an affective objective that aims to increase student participation in voluntary social improvement projects.

D – Degree

This describes the criteria (or standards) that will be used by the instructor to determine whether the student has achieved the objective. The degree statement explains how the student product (i.e., speech, demonstration, poster, debate) will be graded. A degree statement can be expressed in two ways.

Quantitative degree statements are typically associated with lessons in which the statements usually are associated with the lower-level learning processes of knowledge and application rather than higher-level processes of synthesis and evaluation. The following are examples of **quantitative degree statements**:

- Achieving 7 out of 10 correct
- With 75% accuracy
- Listing at least 3 reasons
- Using 10 of the unit’s vocabulary words
- Making 5 out of 10 free throws

Qualitative degree statements refer to a teacher’s assessment of a complex student behavior. Qualitative degree statements can be difficult to construct. They require teachers to determine the form and substance of the minimally acceptable student product or performance. These criteria, when used to assess a complex task, are often referred to as **rubrics**. Four examples follow:

- Essays will be judged on the accuracy of factual statements, relevance to the topic, logic of the argument, and mechanics (sentence structure, spelling, word usage, organization, and coherence).
- Radio commercials will be judged on the use of persuasive techniques studied in class, on clarity, and on proper use of language.
- Art projects will be graded on whether they show three or more colors and use perspective to present a street scene as described in the assignment.
- Travel brochures will be graded according to the following criteria:
 - 1) accurate information on costs, mileage, and other details,
 - 2) use of cultural information studied in class,
 - 3) interest and appeal for the potential customer,
 - 4) correct use of Spanish.

Sparks-Langer, et al. Teaching as Decision Making., 2nd ed. Merrill Prentis-Hall, 2004.

(Use with SOE Lesson Plan Format)
Simply “having a knack with kids” will not ensure that learning occurs.
Teachers must provide effective and well-planned instruction to facilitate this learning.

PLANNING

1. Teacher Performance Standards Addressed in this Lesson:

- List the standard(s) most pertinent to this lesson; be selective and limit the number of standards included. Write out the complete standard.

2. Colorado Academic Standard(s) to be addressed:

Using the *SOE Map for Colorado Academic Standards*, identify and list the “Prepared Graduate Competency(ies)” and “Grade Level Expectation(s)” most pertinent to this lesson. Be selective, typically using only one or two.

3. Specific Learning Objectives:

- What will students know and be able to do as a result of this instruction? Use the “ABCD Model for Writing Objectives.” NOTE: Every objective must be measured/assessed in the lesson.

4. Differentiation:

- As you plan instruction to meet the special needs of individual students with identified needs (i.e. IEP, ILP, ALP, ELL, 504 etc.), identify and list specific modifications to be made.
- Plan adjustments in your instruction as appropriate to meet the needs of the diverse populations/learners in your class (i.e., different ethnic and socioeconomic groups; other learning needs). Identify and list specific adjustments to be made.

5. Assessment:

- Pre-Assessment:** How will you know what students already know about the learning designated for each objective? What method(s) will you use to measure their current knowledge/skill relative to each objective?
- Post-Assessment:** How will you measure whether students achieved each objective (i.e., an exit card; a quiz; a homework assignment; etc.)?

6. Methodology (for differentiated learning):

- Select the methods/ strategies that will produce the best learning outcomes for this lesson. Is the objective best met by using direct instruction or a hands-on activity, by working in cooperative groups, reading a book, using an example, showing a video clip, using the overhead projector, using the computer, showing a diagram or a picture, displaying an object, giving a demonstration, or some other method?
- Plan instruction to meet the varying needs of students in your classroom. Consider different abilities and learning styles.

7. Materials Needed:

- Make sure that you have anticipated all the materials needed for you, the teacher, and for the students, including the textbook and page numbers, copies of worksheets, markers, paper, game pieces, technology equipment, etc.

INSTRUCTION

8. Introduction (Motivation/Anticipatory Set):

- This is an overview, an introduction, a time to motivate and build interest.
- Tell students the objective of the lesson
- Demonstrate/explain the “real life” application/purpose of the lesson. Why is this learning important, useful, and relevant to the present and the future? How does it connect to other learning or information
- Let students know what is expected of them in terms of learning and behavior.

9. Instructional Input:

- Know what previous knowledge students need in order to achieve this objective. Be aware of gaps revealed on pre-assessment, and address them during instruction.

- Plan this section in step-by-step detail so that everything you do during this time is relevant to the purpose of the lesson.
- Think of this as your “script.” Include key questions and prompts that you want to use. It should be complete enough that another teacher could pick up your lesson plan and actually teach the lesson, enabling students to achieve the learning objective.

10. Guided Practice: (This precedes independent practice)

- During this activity, guide students step-by-step through the process of what they are to do.
- Model what you want student to do. Students need to see examples of the process they are to follow as well as an acceptable finished product or outcome—a model.
- Check for understanding. Do students understand what is happening? Do they know what they are supposed to do? Don’t just say, “Do you understand this?” Students may not know that they don’t understand. Ask for specific feedback: “In your own words, explain what you are supposed to do.” “What will you do next?” “Show me how you did that.”
- This is a time to circulate among students and interact with them.
- Carefully observe what student can do. Monitor to see if students understand the lesson so that you can clarify the information and/or provide remediation immediately.

11. Independent Practice:

- Once students can perform without major errors or confusion, they are ready to develop fluency by practicing without your help. You can give them an assignment to work on independently.
- Provide clear written directions such as page numbers, items to be completed, or steps in the process.
- Ask students to repeat the directions back to you to check for understanding.
- If you plan to send work home, be sure that students clearly understand the assignment.

12. Closure:

- Summarize the lesson for the day by reviewing the objective and reviewing key points covered.
- Ask students to share the major concepts and/or processes they have learned during the lesson.
- Explain how the independent practice assignment/activity is linked to the learning objective.

ANALYSIS/REFLECTION

13. Post-Assessment Results:

- Did all students achieve each objective? Was your evaluation method effective in measuring their learning (i.e. exit card; quiz; homework assignment; etc)? Did they have a lot of questions or need a lot of help?
- Record the data (i.e., by class; by gender; by special needs; etc.)

14. Reflection on the Day’s Lesson:

- Did all students do equally well on the post-assessment? How did special needs students perform relative to their peers? Did boys do better or worse than girls? With what topics/items did students struggle?
- Did your methodology/strategies produce the results you anticipated?

15. Adjustments for the Next Lesson:

- What will you need to do in the next lesson to review, re-teach, or accelerate instruction so that students achieve the learning objectives? Which concepts need more attention?
- What methods/strategies will produce the desired results? Consider the class as a whole, as well as particular individuals.

**Practicum
UNIVERSITY SUPERVISOR LESSON OBSERVATION RUBRIC**

Teacher Candidate _____ Class/Subject _____ Grade _____

Planning:

T. P. Standard 1.1-1.5; 2.1-2.2; 3.1-3.3; 3.7-3.8; 4.1-4.4; 6.1-6.5

Notes/Script:

Performance Categories: B=Basic, D=Developing, P=Proficient, A=Advanced, NE=No Evidence

	NE	B	D	P	A
Develops lesson plan (CCU format)					
Provides for learner diversity					
Has sufficient background information					
Has all materials ready					
Addresses critical thinking objectives					
Assessments aligned with standards/goals					
Includes content/reading/math objectives					
Lists standards					

5.1; 5.4- 5.7; 5.9; 6.1-6.7; 7.1-7.5

Provides motivational set					
Provides purpose and meaning					
Uses interesting variety of techniques					
Engages learner in active participation					
Uses questions to foster divergent thinking and problem solving					
Provides wait time					
Gives clear directions/explanations					
Monitors understandings and adjusts instruction					
Provides feedback to expand learning					
Uses formal/informal assessments					
Prepares individualized ed plans					
Modifies instruction to meet stud. needs					
Provides verbal/nonverbal feedback					
Demonstrates knowledge of curriculum					
Demonstrates knowledge of content area					
Applies technology to learning					
Paces lesson well					
Provides exit directions					
Uses effective assessments for objectives					
Measures and increases stud. learning					

Classroom Management/Commun. & Human Relations:

T. P. Standard 4.1-4.4; 5.1-5.9; 6.1-6.7; 7.1-7.5

Creates safe, positive, productive environ.					
Assists students in developing reflection and self-discipline					
Establishes and enforces expectations					
Demonstrates a repertoire of behavior management strategies					
Builds mutual respect, cooperation					
Uses nonverbal techniques					
Expresses warmth, humor and support					
Communicates w/parents & ed. partners					

Professional Development:

T.P. Standard 8.1-8.5

Models/promotes democratic ideals, respect for others, + behavior to students. (8.1-8.2)					
Demonstrates reflection and self-eval..					
Functions in a professional manner					
Interacts positively with the mentor teacher and school community					

Strengths:

Target areas for development:

**Practicum
Lesson Observation Form
School Based Teacher**

Teacher Candidate _____ Class/Subject _____ Grade _____ School
based Teacher _____ Date _____ Observation 1 2 3 4 5 6

Planning: (Addresses learner diversity; addresses critical thinking; has assessments aligned with standards/objectives; includes content/reading/math objectives; has all materials ready) **TPS 3.1, 3.2, 3.8, 6.1, 6.3**

Instruction and Assessment: (Provides introduction; defines learning objectives, purpose and meaning; uses variety of techniques; engages learner in active participation; asks questions to foster divergent thinking and problem solving; gives clear directions; monitors understanding; provides wait time; uses formal/informal assessments; provides individualized educ. plans; provides verbal/nonverbal feedback; demonstrates knowledge of curriculum and content area; paces lesson well) **TPS 3.4, 3.5, 4.1, 4.4, 5.7, 5.9, 6.4, 6.6**

Classroom Management/ Communication & Human Relations: (Creates safe/positive learning environment; helps students develop self-discipline; sets and enforces expectations; uses nonverbal techniques; uses variety of behavior management and intervention strategies; applies appropriate disciplinary practices; expresses warmth, humor and support; builds mutual respect, cooperation, moral standards necessary for personal/family/community well-being; communicates w/parents and colleagues) **TPS 5.1, 5.2, 5.3, 8.2**

Professional Development: (Promotes democratic principles w/students; is reflective and self-evaluative; functions professionally; interacts professionally with colleagues) **TPS 8.1, 8.5**

Colorado Teacher Performance Standards

1. Knowledge of Literacy

The teacher shall be knowledgeable about student literacy development in reading, writing, speaking, viewing, and listening.

The teacher has demonstrated the ability to:

1.1 – Plan and organize reading instruction based on ongoing assessment.

1.2– Develop phonological and linguistic skills related to reading including:

- Phonemic awareness.
- Concepts about print.
- Systematic explicit phonics.
- Other word identification strategies.
- Spelling instruction.

1.3– Develop reading comprehension and promotion of independent reading including:

- Comprehension strategies for a variety of genre.
- Literary response and analysis.
- Content area literacy.
- Student independent reading.

1.4– Support reading through oral and written language development including:

- Development of oral English proficiency in students.
- Development of sound writing practices in students including language usage, punctuation, capitalization, sentence structure, and spelling.
- The relationships among reading, writing, and oral language.
- Vocabulary development.
- The structure of standard English.

1.5– Utilize Colorado Model Content Standards in Reading and Writing for the improvement of instruction.

2. Knowledge of Mathematics

The teacher shall be knowledgeable about mathematics and mathematics instruction.

The teacher has demonstrated the ability to:

2.1 – Develop in students an understanding and use of:

- Number systems and number sense,
- Geometry,
- Measurement,
- Statistics and probability, and
- Functions and use of variables

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

3. Knowledge of Standards and Assessment

The teacher shall be knowledgeable about strategies, planning practices, assessment techniques, and appropriate accommodations to ensure student learning in a standards-based curriculum.

The teacher has demonstrated the ability to:

3.1 - Design short and long range standards-based instructional plans.

- a. – Develop valid and reliable assessment tools for the classroom.
- b. – Develop and utilize a variety of informal and formal assessments, including rubrics.
- c. – Assess, compare and contrast the effects of various teaching strategies on individual student performance relative to content standards.

3.5 – Use assessment data as a basis for standards-based instruction.

3.6 – Provide effective verbal and written feedback that shape improvement in student performance on content standards.

3.7 – Prepare students for the Colorado Student Assessment Program (CSAP), Third Grade Literacy Assessment, and other assessments of educational achievement.

3.8 – Ensure that instruction is consistent with school district priorities and goals, the Colorado Model Content Standards, and the 1999 Colorado Accreditation Program.

4. Knowledge of Content

The elementary teacher is knowledgeable, in addition to literacy and mathematics, in the following content areas: civics, economics, geography, history, science, music, visual arts, and physical education.

Middle school and secondary content teachers shall be knowledgeable in literacy and mathematics and expert in their content endorsement area(s).

The teacher has demonstrated the ability to:

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

5. Knowledge of Classroom and Instructional Management

The teacher is knowledgeable about classroom practice in order to successfully manage time, communications, and record keeping procedures that will support and enhance student learning.

The teacher has demonstrated the ability to:

- 5.1** – Create a learning environment characterized by acceptable student behavior, efficient use of time, and disciplined acquisition of knowledge, skills, and understanding.
- 5.2** – Apply sound disciplinary practices in the classroom.
- 5.3** – Apply appropriate intervention strategies and practices to ensure a successful learning environment.
- 5.4** – Raise the academic performance level of a group of students, over time, to a higher level.

5.5 – Understand the cognitive processes associated with various kinds of learning (e.g. critical and creative thinking, problem structuring and problem solving, invention, memorization, and recall) and ensure attention to these learning processes so that students can master content standards.

5.6 – Work in cooperation with library media and other resource specialists in providing student instruction on how to access, retrieve, analyze, synthesize and evaluate information, and integrate these information literacy skills into the curriculum to accomplish standards-based learning activities.

5.7 - Accurately document and report ongoing student achievement.

5.8 – Communicate with parents and guardians effectively in order to involve them as participants and partners in student learning.

5.9 – Communicate a variety of assessment results, and their implications, to student parents, guardians, professional administrators and the community.

6. Knowledge of Individualization of Instruction

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

The teacher has demonstrated the ability to:

6.1 – Employ a wide range of teaching techniques to match the intellectual, emotional, and social level of each student, and choose alternative teaching strategies and materials to achieve different curricular purposes.

6.2 – Design and/or modify standards-based instruction in response to diagnosed student needs, including the needs of exceptional learners and English language learners.

6.3 – Utilize his/her understanding of educational disabilities and giftedness and their effects on student learning in order to individualize instruction for these students.

6.4 – Teach students within the scope of a teacher’s legal responsibilities and students’ educational rights, and follow procedures as specified in state, federal and local statutes.

6.5 – Develop and apply individualized education plans.

6.6 – Collect data on individual student achievement and be accountable for each child’s learning.

6.7 – Use specific knowledge of student medical conditions and medications and their possible effects on student learning and behavior.

7. Knowledge of Technology

The teacher is skilled in technology and is knowledgeable about using technology to support instruction and enhance student learning.

The teacher has demonstrated the ability to:

7.1 – Apply technology to the delivery of standards-based instruction.

7.2 – Use technology to increase student achievement.

7.3 – Utilize technology to manage and communicate information.

7.4 – Apply technology to data-driven assessments of learning.

7.5 – Instruct students in basic technology skills.

8. Democracy, Education Governance and Careers in Teaching

The teacher recognizes the school's role in teaching and perpetuating our democratic system. The teacher knows the relationships among the various governmental entities that create laws, rules, regulations, and policies that determine educational practices.

The teacher has demonstrated ability to:

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

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

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

8.3 – Understand and respond to influences on educational practice including:

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

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

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

PROFESSIONAL BEHAVIOR

As a practicum experience or student teacher in a public school, you are legally considered an employee of the school district where you are working/teaching. You are always to act in a professional and ethical manner and to know and follow school policies. Be proactive; seek out information and be especially knowledgeable of the district and school handbooks for students and faculty. Lack of knowledge is not an excuse.

The following guidelines should help you, but they do not cover all situations.

1. Be knowledgeable of what is expected in regards to appropriate touching of children. Some schools discourage physical contact while other schools allow and encourage it. (Discussion)
2. Never is a C.C.U. student to physically restrain a student. This is totally the responsibility of the regular school staff; i.e., teacher, principal, school psychologist, etc. If you are concerned about the safety of a student or your own safety, seek help immediately from a staff member.
3. C.C.U. students are required to work with students in what is called public spaces within the school; i.e., classroom, library, LMC and well-traveled hallways. Never be alone with a student in places not frequented by other adults and never meet with a student in a closed room without another adult present.
4. Do not provide transportation for a student ever.
5. Do not meet with a student outside of the school, unless they are participants in a school-sponsored activity, which includes other school personnel.
6. Confidentiality is crucial. Do not share information with others outside of school unless they have a professional need to know such information.
7. **During the Practicum or Student Teaching assignment** a C.C.U. student may not substitute teach for pay with or without a current substitute teacher license.
8. Ensure that your Professional Behavior is appropriate and that a Disposition is never required regarding your work in the School of Education.

I have read and understand the importance of the professional behaviors listed in this handout.

Print Name

Signature

Date

Date

Definitions of Teacher Candidate Performance Levels and Program Levels

CCU application of the 2000 Colorado State Board of Education Performance definitions

“The scoring guide shall be used to rate teacher candidates on their overall proficiency for each of the eight standards, as well as for each of the forty-five standard elements.

A candidate ready for licensure shall be rated at the Performance Level of *Proficient* or *Advanced* on all of the Teacher Performance Standards/Standard Elements at the Program Level of *Assessed*.

Teacher Candidate Performance Levels

<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Level 4</i>
Basic	Developing	Proficient	Advanced
<ul style="list-style-type: none"> • The teacher candidate demonstrates a basic level of <u>knowledge</u> and understanding of the standard/standard element • The teacher candidate does not demonstrate a basic level of knowledge and understanding. 	<ul style="list-style-type: none"> • The teacher candidate demonstrates an increasing <u>knowledge</u> and understanding of the standard/standard element. • The teacher candidate is able to <u>evaluate</u>, with assistance, the success of the teaching performance. 	<ul style="list-style-type: none"> • The teacher candidate demonstrates substantial <u>knowledge</u> and understanding of the standard/standard element. • The teacher candidate demonstrates the ability to <u>apply</u> the standard/standard element in a Practicum setting. • The teacher candidate is able to assess student learning, and evaluate teaching performance. 	<ul style="list-style-type: none"> • The teacher candidate demonstrates comprehensive <u>knowledge</u> and understanding of the standard/standard element. • The teacher candidate can skillfully <u>integrate</u> it into an overall lesson. • The teacher candidate can critically evaluate student learning and teaching effectiveness in order to guide subsequent instruction.

Performance-based Program Levels

Introduced Initial education courses/Practicum	Demonstrates Post-Screening Coursework	Assessed Student Teaching
<ul style="list-style-type: none"> • The teacher candidate has had opportunities to observe and has had beginning opportunities to apply the standard/standard elements in a college classroom or Practicum setting. 	<ul style="list-style-type: none"> • The teacher candidate has had opportunities to demonstrate, with assistance, the standard/standard element in a Practicum setting or college classroom. 	<ul style="list-style-type: none"> • The teacher candidate has had opportunities to consistently apply the standard/standard element in a Practicum setting and demonstrate student learning.

STUDENT SELF-EVALUATION

Student Name: _____ Instructor: _____ Date: _____

Domains of knowledge and skill which you need to develop in order to be an effective teacher are listed below. Using the rating scale provided, please indicate how adequately you have prepared yourself to this point in your study.

Rating Scale

- 1 – I have **not developed any** of this skill/knowledge
- 2 – I have **developed a little** of this skill/knowledge
- 3 – I have **developed some** of this skill/knowledge
- 4 – I have **developed a good amount** of this skill/knowledge
- 5 – I have **developed an extensive amount** of this skill/knowledge

Rating

Domain

	1. Knowledge of my teaching discipline subject matter.
	2. Knowledge of teaching/learning theories.
	3. Skill utilizing teaching/learning theories.
	4. Skill planning instruction.
	5. Skill organizing curriculum.
	6. Skill managing classroom discipline.
	7. Skill developing a positive classroom climate.
	8. Knowledge of teaching techniques.
	9. Skill communicating instructional content.
	10. Skill assessing individual student needs.
	11. Skill teaching to address student needs (individual).
	12. Skill teaching to address student needs (group).
	13. Skill communicating with students.
	14. Skill building positive, trusting relationships with students.
	15. Skill communicating with other school staff.
	16. Skill cooperating with other school staff.
	17. Skill communicating with parents.
	18. Skill cooperating with parents.
	19. Knowledge of professional teacher behavior
	20. Skill managing general office tasks and responsibilities.

School Based Teacher: _____ School: _____

Teacher Candidate: _____ Grade Level: _____

Key: NE = No Evidence 1 = Basic 2 = Developing 3 = Proficient 4 = Advanced

Definition of Rating:

NE = No Evidence Observed

1 = Basic - Below Standard - Needs improvement (Requires constant assistance and guidance in this area).

2 = Developing - Making progress toward Standard (But direction is necessary).

3 = Proficient - Meets Standard - Exhibits satisfactory qualities in this area. (Occasional direction is needed).

4 = Advanced – Exceeds Standard - Exhibits outstanding qualities in this area. (Needs no guidance).

The teacher candidate is able to:

Effectively Deliver Instruction	N E	1	2	3	4	Comments
Instructional Planning						
Standards-based lessons show evidence of instructional planning based on district/state academic standards						
Materials, equipment and technology support differentiated instruction.						
Content Delivery						
Strategies and activities increase academic achievement						
Applies knowledge of the content accurately and appropriately						
Develops and communicates concepts and skills sequentially						
Provides instruction consistent with written measurable objectives						
Strategies, materials, equipment and technology with teacher guidance are chosen to match the intellectual and emotional levels and learning styles of the group/class.						
Adapts instruction to meet needs of exceptional and linguistically diverse learners						
Classroom Management						
Offers students choices and is responsive to student needs and						

interests.							
Builds a safe learning environment.							
Uses behavior management techniques that are developmentally appropriate for the age group.							
Ensures students are on task							
Uses instructional time effectively							
Models “on task” behavior							
Assessment							
Informal/formal assessment aligns with the lesson’s measurable goals/objectives.							
Uses available assessment data as a basis for standards-based instruction.							
Uses assessments which are developmentally appropriate, responsive to diverse student needs.							
Professionalism and Rapport							
Works collaboratively and respectfully with the classroom teacher.							
Is punctual, well prepared in accord with the established Practicum experience schedule.							
Notifies classroom teacher in advance of absences.							
Builds respect and trust with students.							
Uses clear, supportive communication to discuss students’ learning.							
Responds positively to constructive criticism.							

Comments:

School Based Teacher Signature

Date

Teacher Candidate Signature

Date

**Practicum EDU 214
UNIVERSITY SUPERVISOR FINAL EVALUATION
Teacher Candidate Performance**

Teacher Candidate _____ CCU Supervisor _____

School Based Teacher _____ School Term _____

CATEGORY	Level 1 BASIC	Level 2 DEVELOPING	Level 3 PROFICIENT
1. Lesson Planning			
2. Assessment			
3. Academic Content Instructional Management TPS 4.1, 4.2, 4.3, 4.4			
4. Differentiation: Modifications & Adjustments TPS 6.1, 6.2, 6.3, 6.4			
5. Classroom Management TPS 5.1, 5.2, 5.3 (see 5.2 & 5.3 on TEL)			
6. Verbal & Nonverbal Communication: Large group; Small Group; Individual TPS 3.6, 5.1			
7. Rapport with Students TPS 5.1, 5.3 (see 5.3 on TEL)			
8. Written & Oral Language; Spelling; Usage in Lesson Presentation TPS 3.6, 1.4			
9. Ability to Reflect on Professional Practice & Student Learning TPS 8.5			
PROFESSIONAL DISPOSITIONS			
10. Rapport with School Based Teacher & University Supervisor			
11. Attendance at Assigned School			
12. General Attitude toward Internship Teaching			
13. Attendance & Participation in Internship Seminars (Completed by Practicum Coordinator)			

Comments:

- Submit to School of Education for Permanent File (Assessment Coordinator):**
- University Supervisor Final Evaluation Form (signed)
 - University Supervisor Observations
 - School Based Teacher Evaluations (signed)
 - Time Log (signed)
 - Lesson Plans (include assessments & rubrics; Exclude Hos)
 - Course Evidence Log with attachments noted
- Review and Return to Student**
- Daily Journal
 - Artifacts
 - Course Evidence Log with attachments
- Submit to Practicum Coordinator**
- Teacher Candidate/ Internship Evaluation

SIGNATURES

University Supervisor

Teacher Candidate

Date

<p>FINAL GRADE</p>
