EARLY CHILDHOOD EDUCATION and
HUMAN DEVELOPMENT PROGRAM
College of Education, Criminal Justice, and Human Services
School of Education

Initial Licensure

18-ECE-3022
Kindergarten Practicum Handbook
Spring 2014
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Handbook developed by Julie Walson. It is only effective for Spring Semester 2014.
Section A Syllabus
P-3 LICENSURE: KINDERGARTEN PRACTICUM

18-ECE-3022
3 Semester Hours
January 6- April 18

Required/Prerequisite: Admission to Professional Cohort and Completion of Preschool Practicum

Julie Walson, M.Ed.
Junior Field Coordinator
2150 OP
schaefjc@ucmail.uc.edu (preferred method of contact)
556-3831
Office Hours
By Appointment

COURSE DESCRIPTION

During Kindergarten Practicum ECE cohort members continue to develop and refine their curriculum planning, communication, management and professional skills. Lesson planning and guidance strategies are geared to the kindergarten level of development. Developmentally appropriate curriculum planning should be aligned with Ohio Common Core Standards. Candidates are guided by their classroom mentor teacher and are supervised by their university supervisor who supplies constructive feedback through weekly assignments and formal observations/discussions.

ALIGNMENT WITH TRANSFORMATION INITIATIVE

In view of this conceptual framework and our urban mission, the goal for our Transformation Initiative is to improve the performance of students in high needs schools by preparing educators who recognize the moral imperative to meet the needs of each student. We will prepare educators who are committed to each student, caring about each individual, and competent in evidence-based and data-driven instruction.

STANDARDS FOR ALIGNMENT WITH CONCEPTUAL FRAMEWORK

Candidates of the University of Cincinnati are committed, caring, competent educators

• with foundation knowledge, including knowledge of how each individual learns and develops within a unique developmental context;
• with content knowledge, able to articulate the central concepts, tools of inquiry, and the structures of their discipline;

• who successfully collaborate, demonstrate leadership, and engage in positive systems change;

• who demonstrate the moral imperative to teach all students and address the responsibility to teach all students with tenacity;

• able to address issues of diversity with equity and possess skills unique to urban education including culturally responsive practice;

• able to use technology to support their practice;

• who use assessment and research to inform their efforts and improve student outcomes; and

• who demonstrate pedagogical content knowledge, grounded in evidence-based practices, and maximizing the opportunity for learning, and professionalism.

PROFESSIONAL STANDARDS AND LEARNING OUTCOMES

National Association for the Education of Young Children (NAEYC)

• Standard 1: Promoting Child Development and Learning. Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children’s characteristics and needs and of the multiple interacting influences on children’s development and learning to create environments that are healthy, respectful, supportive, and challenging for each child.

• Standard 2: Building Family and Community Relationships. Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children’s families and communities. They know about, understand, and value the importance and complex characteristics of children’s families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families and to involve all families in their children’s development and learning.

• Standard 3: Observing, Documenting, and Assessing. Candidates prepared in early childhood degree programs understand that observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.

• Standard 4: Using Developmentally Effective Approaches. Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children’s ages, characteristics, and settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation of their work with young children and families. Candidates know,
understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child’s development and learning.

- **Standard 5: Using Content Knowledge to Build Meaningful Curriculum.** Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in an early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curricula that promote comprehensive developmental and learning outcomes for every young child.

- **Standard 6. Becoming a Professional.** Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

**Ohio Standards for the Teaching Profession (OSTP)**

- **Standard 1.** Teachers understand student learning and development and respect the diversity of the students they teach.
- **Standard 2.** Teachers know and understand the content area for which they have instructional responsibility.
- **Standard 3.** Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.
- **Standard 4.** Teachers plan and deliver effective instruction that advances the learning of each individual student.
- **Standard 5.** Teachers create learning environments that promote high levels of learning and achievement for all students.
- **Standard 6.** Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.
- **Standard 7.** Teachers assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.
### Learning Outcomes and Assessments

<table>
<thead>
<tr>
<th>Upon completion of this course, the candidate will be able to:</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create classroom environments that are healthy, respectful, and supportive.</td>
<td>Supervisor Observations; Personal Reflection Papers; Collaborative Assessment Logs; Lesson Plans; Classroom Profile Paper; Mid-Term and Final Evaluations</td>
</tr>
<tr>
<td>Design, implement, and evaluate constructivist curriculum that promotes positive learning and development for all kindergarten children.</td>
<td>Supervisor Observations; Personal Reflection Papers; Collaborative Assessment Logs; Lesson Plans; Classroom Profile Paper; Mid-Term and Final Evaluations</td>
</tr>
<tr>
<td>Align learning activities to appropriate ODE Content Standards for kindergarten.</td>
<td>Supervisor Observations; Personal Reflection Papers; Collaborative Assessment Logs; Lesson Plans; Classroom Profile Paper; Mid-Term and Final Evaluations</td>
</tr>
<tr>
<td>Employ a wide array of management strategies to positively influence children’s learning and development.</td>
<td>Supervisor Observations; Personal Reflection Papers; Collaborative Assessment Logs; Lesson Plans; Classroom Profile Paper; Mid-Term and Final Evaluations</td>
</tr>
<tr>
<td>Employ effective assessment strategies to evaluate children’s learning and development in kindergarten.</td>
<td>Supervisor Observations; Personal Reflection Papers; Collaborative Assessment Logs; Lesson Plans; Classroom Profile Paper; Mid-Term and Final Evaluations</td>
</tr>
</tbody>
</table>

### ADMINISTRATIVE POLICIES

**Attendance** You will be spending five days each week, 3 hours each day, in an inclusive kindergarten classroom. Although the beginning and ending times of the experience may vary from center to center, you are to be present during a full half-day session daily. Keep track of your hours on your practicum time sheet, which is to be turned in to your university supervisor at the end of the semester.

If you are ill and unable to participate in practicum, notify both your mentor teacher and university supervisor. **You must make up any days that you miss during the semester.** During the semester, there is a limited amount of time available to make up missed time in the field; subsequently, you may need to use time during exam week. Please plan accordingly.

Discuss procedures for contacting your mentor teacher during your first visit. **Snow days will be**
observed in accordance with the placement site. If your school has a snow closure day you will not report to practicum and will not need to make up the snow day. You will need to complete an Absentee Form (Forms section) for all other absences. The form should be signed by you and your mentor, and then be placed in your Practicum Notebook, behind your time sheets for your supervisor to review and sign. Repeated absences or tardiness may result in a Brief Disposition or an Action Plan and could lead to dismissal from placement.

Withdrawal Candidates should consult the Registrar’s web site for information about withdrawal from courses. There are specific dates for online withdrawal - dates related to your responsibility for payment (even for classes that are dropped). Before withdrawing please consider if withdrawal could affect your academic progress toward the completion of a degree. See your academic advisor for assistance. Withdrawal may also negatively impact your eligibility to receive federal financial aid in future terms.

Academic Integrity The University Rules, Student Code of Conduct, and other policies of the program, college, and university related to academic integrity will be enforced. Any violation of these regulations, including acts of plagiarism, cheating, or falsifying field work will be dealt with according to the severity of the misconduct. Dishonesty in any form may result in a failing grade in a course and/or suspension or dismissal from a program (e.g., graduate or undergraduate).


Educational Accommodations Any candidate with an identified visual impairment, hearing impairment, physical impairment, communication disorder, and/or specific learning disability that can negatively influence her/his performance should schedule an appointment with the instructor so that reasonable provisions may be made to ensure an equal opportunity to meet all course requirements.

Person-First Language Candidates should write using “person-first” language: the person precedes the disability, both figuratively and literally. This standard will result in terms such as "people with disabilities" rather than "the disabled" (http://www.cec.sped.org/bk/Author_Guidelines_TEC.pdf).

Grading Grades will be Pass/Fail. Assignments will be evaluated according to the approved writing and lesson plan rubrics. Every assignment becomes part of the field experience portfolio. In order to pass Kindergarten Practicum, you must receive a satisfactory evaluation in all three areas of the practicum: active participation, evaluation by your mentor teacher and university supervisor, and written assignments.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
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<tr>
<td>Active participation</td>
<td>Has consistent attendance; Shows active participation; Offers to help teacher; Performs activities as requested.</td>
<td>Fails to make up a missed day; Does not participate actively in the classroom; Indicates unwillingness to complete assigned tasks.</td>
</tr>
<tr>
<td>Evaluation from mentor teacher and university supervisor</td>
<td>Has satisfactory overall evaluation.</td>
<td>Has unsatisfactory overall evaluation.</td>
</tr>
<tr>
<td>Assignments</td>
<td>Responds adequately to all points; Submits all assignments on time; Writes</td>
<td>Fails to respond to all points; Turns in assignments late; Does</td>
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</tbody>
</table>
Note: An Incomplete ("I") will be awarded only when the candidate fails to complete one or more course requirements as a direct result of critical medical circumstance or in the event of personal crisis outside the candidate’s control. Circumstances that might result in an "I" must be officially documented and determined by the instructor as having merit for consideration. In order to receive an "I" the candidate must complete a contract that details the outstanding requirements and a time line for the completion of those requirements. In the event that the candidate fails to fulfill the obligations of the contract, the instructor will submit a Change of Grade form with the grade based on the candidate's work that was completed prior to the end of the quarter. The "I" grade will not be used when an “F” or “N” grade would be more appropriate. Normal appeal channels are open to candidates documenting hardship cases. Graduation will not be permitted if the candidate has a grade of "I" on the transcript.

Textbooks


Resources which are highly recommended, and are available through Red Leaf Press, http://www.redleafpress.org.


Course Schedule and Topics/Assignments

<table>
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<tr>
<th>Week</th>
<th>Date</th>
<th>Topics Assignment</th>
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<tbody>
<tr>
<td>1</td>
<td>1/6-1/10</td>
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<tr>
<td>2</td>
<td>1/13-1/17</td>
<td>• ECE Field Placement Context for Learning</td>
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<tr>
<td>3</td>
<td>1/20-1-24</td>
<td>• CAL</td>
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<td>4</td>
<td>1/27-1/31</td>
<td>• Lesson Plan 1</td>
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<td></td>
<td></td>
<td>• ECE Planning and Rationale Commentary</td>
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<tr>
<td>5</td>
<td>2/3-2/7</td>
<td>• CAL</td>
</tr>
<tr>
<td>6</td>
<td>2/10-2/14</td>
<td>• Lesson Plan 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• ECE Planning and Rationale Commentary</td>
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<tr>
<td>7</td>
<td>2/17-2/21</td>
<td>• Midterm Evaluation</td>
</tr>
<tr>
<td>8</td>
<td>2/24-2/28</td>
<td>• Lesson Plan 3 (Recorded Lesson)</td>
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<tr>
<td></td>
<td></td>
<td>• ECE Instructing and Engaging Children Organizer</td>
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<tr>
<td>9</td>
<td>3/3-3/7</td>
<td>• CAL</td>
</tr>
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<td>10</td>
<td>3/10-3/14</td>
<td>• Lesson Plan 4</td>
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<td></td>
<td></td>
<td>• ECE Planning and Rationale Commentary</td>
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<td>11</td>
<td>3/17-3/21</td>
<td>Spring Break for the University of Cincinnati</td>
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<td>12</td>
<td>3/24-3/28</td>
<td>• CAL</td>
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<td>13</td>
<td>3/31-4/4</td>
<td>• Lesson Plan 5</td>
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<td>• ECE Planning and Rationale Commentary</td>
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<td>4/7-4/11</td>
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<td>4/14-4/18</td>
<td>• Candidate Disposition Progress Report: Final Evaluations; Time Sheet; Online Forms - ALL Documents</td>
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Description of Various Assignments

- **Due – January 13th**
  
  **ECE Field Placement Context for Learning**
  Please complete this form at the beginning of the semester, and place the completed form in your binder. Bring a paper copy to our Orientation Meeting for your supervisor. Update as necessary throughout the semester.

- **Due February 18th**
  
  **Midterm Evaluation**
  Mentors and candidates (students) will complete the Midterm (Forms section). After completing your forms, please arrange for a conference with your mentor teacher to discuss this evaluation. Submit both original forms (copy with an ink signature) to your university supervisor by the above date. Make copies for your practicum binder.
• Observations
Your university supervisor will conduct two scheduled observations during the semester and will confer with you immediately after the observation if conditions permit you to leave the classroom. Your university supervisor will take notes describing what she/he observes you doing in the classroom and will insert constructive comments relating theory to practice. When possible, please direct all questions about practicum to your assigned university supervisor. Your supervisor will contact you to arrange your observations. Please keep in mind any field trips, special classes or holidays your site may have scheduled and make sure you plan around these issues. You are responsible for reminding your mentor teacher of the scheduled observation dates and times.

• Practicum Binder
Once again, you will need to keep an organized binder for this practicum experience. Your binder must be divided into the following four sections:

1. Bi-weekly personal reflections and CALS
2. Lesson plans and written assignments
3. Mid-Term and Final Evaluations
4. Observation notes from your University Supervisor

Assemble materials in each section by date. You must have this binder organized and available for your university supervisor each time you are observed. Please note that you will also need a binder for Senior Primary Practicum and Internship, and you may want to save your binder, and tabs for the following year.

• Collaborative Assessment Log
During several of the practicum weeks, you will be required to complete a Collaborative Assessment Log (CAL). This is a form of reflection which requires you to discuss with your mentor what is working, what the areas of concern are, and how you can set goals in order to address these areas. It is a form that will be used in your entry year of teaching. This document is found under the forms section of this handbook. You will need to complete and print a CAL for the dates noted in this syllabus. You can hand write/type this form while discussing it with your mentor; however, you will need to have a typed copy of the CAL in your Kindergarten Binder for that week. The directions are very clear on the form, but if you have questions, be sure to contact your supervisor. The document will be checked by your university supervisor during visits to your school.

• Planning and Implementing Instruction
During the course of the semester, you will need to plan and implement a lesson in each of the four academic content areas (reading/writing, math, science, social studies). You will be able to write a 5th lesson plan in any of the content areas. There are due dates for submitting lesson
plans; however, the content area of each lesson should be decided by you and your mentor using pacing guides, and the Kindergarten Ohio Common Core Standards or the Kentucky Academic Core Standards, depending on your location, to guide instruction. Lesson plans are to be written using the Primary Lesson Plan Template, which will be posted on Blackboard.

The More Than Series should prove helpful in the planning of your lessons; however, you may also use other resources to help create your lessons. As you know, the CECH Library provides a wealth of resources, and should be utilized to enhance all practicum experiences.

Remember to give your mentor ample time to read your lesson plans, give feedback and approve materials. Please plan to submit Lesson Plans on the Tuesday of the week it is due. Submission dates are for totally completed and evaluated activities to be submitted (along with photographs) to your University Supervisor.

- **ECE Planning and Rationale Commentary**
  This ECE Planning and Rationale Commentary (Forms section) should be completed before implementing lessons 1,2,4 and 5. After implementing the lesson, it will be submitted to your University Supervisor along with your lesson plan. Please consult the Course Schedule and Topics/Assignments for due dates.

- **ECE Instructing and Engaging Children (Recorded Lesson)**
  Please plan to video record your 3rd lesson (recording equipment may be obtained through the CECH Library). After viewing the recording, the Instructing and Engaging Children Organizer (Forms section) should be completed and submitted to your University Supervisor.

- **Due Week 14/15**
  Candidate Disposition Progress Report/ Final Evaluation/ Time Sheets/ online forms:

  The Candidate Disposition Progress Report (online) should be completed by your mentor. Please ask your mentor to print a copy before submission.

  You both should complete the Final Evaluation report (online). You also need to print a copy of this form before submission. Meet with your mentor teacher to discuss this evaluation and submit both original forms (copy with ink signature) to your university supervisor.

  All online documents must be submitted as directed on the OACI website. (http://www.cech.uc.edu/oaci/assessment_forms/)

  All required documents must be checked off by your university supervisor in order for you to receive a grade for this course. These are:

  - All Completed assignments
  - Mid-Term Evaluations (student and mentor)
Confidentiality is Key~

Remember that everything you observe and hear in your placement is confidential and must remain that way!!! Even UC classroom discussions must avoid disclosure of confidential information. Please do not publicly state names of children, teachers or schools.

Remember also that you are a guest in your assigned classroom. Please treat your mentor and all school personnel with respect.

This syllabus is subject to revision.

Walson/2014
# Early Childhood Education
## Undergraduate P-3 Licensure Program

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<tr>
<td>• EDST 1001 Introduction to Education <em>(TAG / Historical Perspectives)</em> (3)</td>
<td>• ECE 1001 Foundations of Early Care and Education with field experience <em>(First Year Experience)</em> (3)</td>
</tr>
<tr>
<td>• CI 1001 Educational Technology <em>(TAG/Technology and Innovation)</em> (3)</td>
<td>• SPED 1001 Individuals with Exceptionalities <em>(TAG)</em> (3)</td>
</tr>
<tr>
<td>• English 1001 (3)</td>
<td>• EDST 1002 Educational Psychology <em>(TAG / Social Science)</em> (3)</td>
</tr>
<tr>
<td>• Math (3)</td>
<td>• Science <em>(Natural Science)</em> (3)</td>
</tr>
<tr>
<td>• BOK <em>(Fine Arts)</em> (3)</td>
<td>• Elective (3)</td>
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<tr>
<th>Fall Sophomore Year</th>
<th>Spring Sophomore Year</th>
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<tr>
<td>• ECE 2000 Introductory Child Development: <em>(TAG / Social Science)</em> (3)</td>
<td>• English 2089 (reflection in ECE 2022) (3)</td>
</tr>
<tr>
<td>• ECE 2025 Families, Communities, and Schools <em>(TAG / Div &amp; Culture)</em> (3)</td>
<td>• ECE 2022 Child Guidance in Play-based Contexts <em>(Mid-collegiate experience)</em> (3)</td>
</tr>
<tr>
<td>• Math (3)</td>
<td>• Science (3)</td>
</tr>
<tr>
<td>• Science (3)</td>
<td>• Math (3)</td>
</tr>
<tr>
<td>• English or literature (from English Dept. not Humanities) (3)</td>
<td>• Elective (3)</td>
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<tr>
<th>Fall Junior Year</th>
<th>Spring Junior Year</th>
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<tbody>
<tr>
<td>• ECE 3010 Foundations of Math and Science (3)</td>
<td>• ECE 3020 Reading Through Children’s Literature (3)</td>
</tr>
<tr>
<td>• ECE 3012 Preschool Practicum (3 credits) (5 half days)</td>
<td>• ECE 3022 Kindergarten Practicum (3 credits) (5 half days)</td>
</tr>
<tr>
<td>• ECE 3016 Foundations of Creative Expressions (3)</td>
<td>• ECE 3024 Social Studies for Young Children (3)</td>
</tr>
<tr>
<td>• LSLS 3010 Foundations of Reading and Writing (3)</td>
<td>• ECE 3026 Assessment for Young Children (3)</td>
</tr>
<tr>
<td>• ECE 3014 Developmental Concerns and Family Partnerships (3)</td>
<td>• ECE 3028 Classroom Management and Learning Communities (3)</td>
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<thead>
<tr>
<th>Fall Senior Year</th>
<th>Spring Senior Year</th>
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<tbody>
<tr>
<td>• ECE 4010 Primary Practicum with an Opening School Experience (3 credits) (2 full days)</td>
<td>• ECE 4020 Internship (8 credits) (full days)</td>
</tr>
<tr>
<td>• ECE 4018 Primary Math Methods (3)</td>
<td>• ECE 4022 Senior Seminar (2 credits)</td>
</tr>
<tr>
<td>• ECE 4014 Primary Science Methods (3)</td>
<td>• ECE 4024 Learning Strategies for Inclusive Classrooms in Early Childhood (3)</td>
</tr>
<tr>
<td>• ECE 4016 Primary Reading and Writing Methods (3)</td>
<td>• ECE 4026 Stories of Teaching (2 credits) (ECE Senior Capstone)</td>
</tr>
<tr>
<td>• LSLS 2001 Phonics and Word Study (1 Credit)</td>
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<tr>
<td>• LSLS 2002 Phonics in Practice in ECE and SPED (2 credits)</td>
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Section B Planning/ Initial Responsibilities and the Role of the Student, Mentor, and University Supervisor
Piaget’s 3 Types of Knowledge

Piaget describes three types of knowledge: socially transmitted, physical, and logical-mathematical. Below is a brief description of each.

**Socially transmitted knowledge** is arbitrary, such as the names of objects, school rules, or social customs. It is the one type of knowledge that has to be told to children, either directly or through books.

**Physical knowledge** involves the physical properties of materials, such as weight, shape, roughness, or fluidity. Children construct physical knowledge through examination and by physically acting on objects and observing the results. They need many opportunities for experimentation with physical materials in order to understand the underlying concepts.

**Logical-mathematical knowledge** involves the formation of relationships, such as more or less, heavier or lighter, or partially floating. Measurement and quantification are also examples of logical-mathematical relationships. Logical-mathematical knowledge must be constructed internally by each individual. Physical knowledge explorations provide the information from which many logical-mathematical relationships are constructed. Thus, the two types of knowledge often develop together.¹

**Example:**

Nancy eagerly dipped various types of material into the water of a dishpan. “Look,” she said to her teacher. “The water sucks into this towel.” She squeezed water out of the towel to demonstrate.

“Yes,” replied the teacher. “The towel absorbs water. That towel absorbed a lot of water!”

Nancy continued to experiment with a piece of netting, vinyl, wool, linen, and a sponge.

“The towel and sponge hold the most. They absorb. This doesn’t hold anything,” Nancy said after awhile. She held up the piece of vinyl.

In this example, Nancy acquired **socially transmitted knowledge** when the teacher supplied her with the word “absorb” to accompany her observations. She constructed **physical knowledge** by experimenting with the absorption qualities of the various materials and observing the results. She demonstrated the construction of **logical-mathematical knowledge** when she compared the absorption qualities of the various materials.

---

¹ Taken from Sally Moomaw and Brenda Hieronymus, *More Than Magnets* (St. Paul, MN: Redleaf Press, 1997) 4
Planning Developmentally Appropriate Group Times

Before group time begins: Identify children who might need the assistance of an adult. Assign an adult to that child. Ask that all adults available participate in group.

SMILE!

1- Begin group as the children are arriving. Waiting until all children arrive creates too much waiting time for children and can provoke unwanted behavior issues.

2- Begin group with a familiar transition song.

3- Provide a variety of experiences...songs, books, interactive charts, poetry, discussions, language experiences, graphs, instruments etc.

4- Activities should always be appropriate for the children’s ages, experiences and levels of development.

5- Plan more than you can possibly use.

6- If you can’t remember all the words to a song, use an index card to help remind you.

7- Watch the pacing and balance. Follow a quiet book with a lively, interactive song or two. Then return to a quieter activity.

8- Avoid delays and interruptions by other adults or distractions such as phone calls.

9- If children want to talk about a personal issue (and they WILL because preschoolers are egocentric) tell them you can talk about it after group. Then remember to do so. Do listen carefully to appropriately timed questions and responses by children.

10- If you’re presenting something new or more challenging, do it towards the beginning of group.

11- Watch for signals. If children are losing interest, shorten or end the group time. If they are more responsive, build on their interests.

12- End group with a song that transitions children away from group and to the next activity.

Afterwards: Think about how your group time went. Evaluate and consider what you might change to make it better or what you might do to extend your successful activities. Remember, you are new to this. You will get better, and it will get easier, with experience!
First Week Responsibilities

On the first day the student will arrive with:

1- Documentation of BCI and FBI checks and TB test
2- Any additional documentation required by specific placements
3- Some level of anxiety!

Early in the first week, we request that the student and mentor teacher find an opportunity to:

1- Orient the student to the policies and regulations of the program/building.
2- Introduce the student to the children and other staff members.
3- Discuss general ideas for practicum assignments listed in syllabus.
4- Meet with a calendar to set the schedule of the mentor teacher’s due dates for reading lesson plans and dates for activity implementations.
5- (Syllabus due dates are for completed activities.)
6- Get to know each other.

As the semester progresses, the student should begin to gradually assume management responsibilities in the classroom such as managing transitions, leading group, introducing activities, setting up snack or lunch etc.

Reminder: There must be another teacher (or staff member) in the classroom with the student at all times. This is a UC policy related to liability issues.

Thank you for working together to plan and schedule so that the student is prepared to stay on track during the semester. Have a great first week!
The Role of the Student, Mentor and University Supervisor

Student Responsibilities & Expectations

- Consistently demonstrate professional behavior.
- Observe, listen and effectively use feedback from mentor teacher and university supervisor.
- Respect confidentiality at all times.
- Apply principles and philosophy of course work regarding child development, theory and developmentally appropriate practice.
- Begin to design, implement and evaluate curriculum that promotes positive learning and development for all children.
- Align curriculum activities to appropriate academic standards.
- Using Classroom Management coursework, begin to employ a wide array of management and communication strategies to positively influence children’s learning and development.
- In an organized and timely manner meet all requirements and assignment deadlines of practicum syllabus.
- Demonstrate responsibility and initiative for communicating practicum requirements to cooperating teacher.
- Complete the NCATE documents at the end of the semester. The link will be posted on Blackboard.

Mentor Teacher Responsibilities

- Welcome student into classroom and provide orientation regarding classroom and school policies and procedures.
- Guide the student in how to gradually and progressively assume responsibilities in the classroom.
- Model professionalism and appropriate communication and management techniques.
- Offer guidance in learning how to select, plan and implement developmentally appropriate curriculum.
- Offer constructive feedback regarding classroom performance.
- Support and encourage student as needed.
- Contact university supervisor as soon as possible if you recognize a chronic or potentially serious concern about a student.
- Complete a midterm and final evaluation for your student.
- Complete the NCATE documents at the end of the semester. The link will be posted on Blackboard.
University Supervisor Responsibilities

- Conduct two scheduled observations (approximately 30-45 min) during the quarter.
- Be as respectful and unobtrusive as possible during observation, but able to observe and hear conversation.
- Give observation schedule to student and mentor teacher well ahead of scheduled dates.
- Process/Discuss with student after observation. This should be approved by the mentor teacher prior to observation.
- Give typed copy of observation notes to student for practicum notebook.
- Have at least five documented contacts with student during the semester (two classroom visits, phone calls or emails).
- Collect, evaluate and return all written assignments.
- Complete and submit a brief dispositions form to document serious concerns.
- Offer constructive feedback, support, reassurance and support as needed.
- Monitor submission of all necessary practicum forms and NCATE paperwork due by end of the semester. Web address will be posted on Blackboard under Web Resources.

Professional Behaviors:

- Treat all children and adults with genuine respect at all times
- Respect confidentiality – in and away from your placement
- Respect the fact that you are a guest in your mentor teacher’s classroom
- Be totally dependable and reliable in terms of attendance and punctuality
- Be responsive to mentor teacher and university supervisor suggestions, feedback and communications
- Understand that your supervisor may have specific working hours and may not be “working” evenings and weekends.
- Dress professionally each day
- Seek out and follow all guidelines and policies of your center or school
- Be friendly (on a professional level) to other adults in your placement
- Consider (or reconsider) any posting on My Space or Facebook

Asking for Recommendations:
Ask people who know you well and have known you long enough to fully address your skills and strengths as a teacher in training.
Always thank someone who has written a recommendation for you. It requires more than simply saying “thanks”. The best method is a handwritten thank you note.
Section  C  Forms
Early Childhood Education Program

Practicum MONTHLY Time Sheet

Name_________________________ School____________________________

Spring/ 2014 Mentor Teacher ______________________________

<table>
<thead>
<tr>
<th>Date</th>
<th>Time in</th>
<th>Time out</th>
<th>Date</th>
<th>Time in</th>
<th>Time out</th>
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</table>

Mentor’s signature___________________________________________ Date _____

Candidate’s signature________________________________________ Date ______
Candidate__________________________
Placement _________________________
Mentor____________________________

ECE Field Placement Context for Learning

This form is to be completed once during each of your cohort field placements. You must place the completed form in your practicum/internship notebook. Use the information gathered about your students to plan for instruction.

District/School/Classroom:
1. Type of School: urban, suburban, rural

2. List any special features about your school/classroom (e.g. bi-lingual, magnet, etc.).

3. Describe any district/school/mentor teacher expectations that may impact your planning.

4. How much time each day does your class spend on literacy instruction?

5. What is the structure of the literacy instruction each day (e.g. whole group, ability groups, literature circles, etc.)?

6. What instructional program has your district/school adopted?

7. What instructional resources are available in your class?

Students:
1. Grade Level:

2. Age range:

3. Number of students: _____ Males_____ Females _____

4. Describe the special learning needs of the children in your class and the varying types of supports they require (e.g. ESL, gifted, IEP, 504 Plans). Consult with your mentor teacher to complete this information.
ECE Instructing and Engaging Children Commentary

The instructing and engaging commentary is to be completed for one lesson you video record of yourself engaged in instruction. The responses should be written after you implement the lesson and watch the video. The commentary must be submitted to your university supervisor along with the lesson plan. You do not need to submit the video.

1. Video record one lesson during this field experience. The recording should show you engaged in both whole group and small group instruction. The video should show you engaging the children in active learning. Be sure to use the key academic language from the lesson and show the children engaged in using these key terms as well.

2. After viewing the video, describe where in the lesson you provide the children a positive learning environment. Explain how you demonstrated mutual respect for, rapport with, and responded to various needs of the children while challenging them to engage in the lesson.

3. How did you link this lesson to prior learning and developmental levels of the children?

4. How did your instruction engagement the children in language development?

5. How did you deepen the children’s understanding by building on their responses? Support your response with specific examples from the video of where you provide formative feedback and use high level questioning strategies to deepen the children’s learning.

6. Explain where you made interdisciplinary connections.

7. What changes would you make to your instruction to better support developmentally appropriate practices that promote language and literacy development?

8. Why do you think these changes would improve the children’s learning? Support your answer with evidence based on research/theory/principles of development.
ECE Planning and Rationale Commentary

The planning and rationale commentary is to be completed for each lesson plan you write in the field. The responses you write should be written as you develop the lesson plan and before you implement the lesson. These responses must be submitted to your university supervisor when you submit the lesson plan for review.

1. Describe how the standards and learning objectives promote children’s active construction of knowledge and language and literacy development in an interdisciplinary context.
2. Describe the physical learning environment you will create to support meaningful, active learning and student engagement.
3. What do you know about the children’s social, emotional, cognitive and physical development?
4. Explain how your understanding of the children’s development, prior knowledge, and cultural/personal background helped you select or adapt your learning experiences and materials.
5. Based on research and theory, explain and justify why your instructional strategies and supports are appropriate for the children in your class.
6. Describe your assessment. Is it formative or summative? How did you adapt the assessment to meet specific needs?
Candidate:
Placement:
Mentor:
University Supervisor:
Date:

A. Curriculum: Implementation of Activity: ________________________________

<table>
<thead>
<tr>
<th></th>
<th>Observed</th>
<th>Not Observed</th>
<th>Area to Address</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>- Materials are prepared and ready to go</td>
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<tr>
<td>2</td>
<td>- Materials are adequate for the number of children who will be participating</td>
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<tr>
<td>3</td>
<td>- Materials are aesthetically appealing and well-constructed.</td>
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<tr>
<td>4</td>
<td>- Activity is developmentally appropriate for all children in the classroom (based on their prior experiences, current interests and range of developmental levels).</td>
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<tr>
<td>5</td>
<td>- Activity is open ended and constructivist in nature and children are encouraged to have a hands-on, interactive experience.</td>
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<tr>
<td>6</td>
<td>- Student introduces and facilitates the activity with energy and authentic enthusiasm.</td>
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<tr>
<td>7</td>
<td>- Student utilizes facial expressions, voice level and other communication techniques to maintain group’s attention.</td>
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<tr>
<td>8</td>
<td>- Student consistently uses respectful and positive language.</td>
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<tr>
<td>9</td>
<td>- Student employs appropriate scaffolding techniques to assist children’s learning.</td>
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<tr>
<td>10</td>
<td>- Student listens and responds to children’s comments and questions in a timely, appropriate manner.</td>
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<tr>
<td>11</td>
<td>- Student times suggestions to children effectively. Student doesn’t jump in too quickly nor wait too long to help.</td>
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<tr>
<td>12</td>
<td>- Student extends children’s language and thinking by observing and listening, then commenting or asking carefully timed, meaningful questions related to what the children are doing and saying.</td>
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<tr>
<td>13</td>
<td>- Student gives children time to formulate ideas and responses before moving on with more questions or comments (does not “quiz” children or “pepper” them with too many questions).</td>
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</tbody>
</table>
14- Student clearly states the necessary guidelines and directions for the activity.

15- Student responds to children based on understanding of their individual levels of development.

Comments:

B. General Observations of Communication, Management and Professionalism

Please comment below if observed or recommended as area of focus:

1- Student is professional in appearance.
2- Student exhibits respect for all children and adults in language and actions.
3- Student helps children verbalize feelings.
4- Student uses statements of encouragement rather than praise.
5- Student avoids giving unintentional choices.
6- Student kneels or sits and makes eye contact when speaking to children.
7- Student adjusts volume and tone of voice to suit the situation.
8- Student initiates and extends conversations which are natural and relevant to children.
9- Student employs professional guidance strategies such as positive redirections, I-Messages, Active Listening and Problem Solving.
10- Student responsibly moves to areas of need and intervenes appropriately.

Comments:
Early Childhood Education Practicum Absentee Form

This form must be completed and signed by the student, the mentor teacher and the university supervisor. After this form is completed, it should be placed in your notebook, behind your time sheet. Your supervisor will review and sign this sheet when visiting the placement. It is also imperative for you to promptly notify supervisors, by email, if you are unable to attend. If the supervisor feels attendance has become an issue, further action may be required.

Student: ____________________________ Date Completed: _________________

Placement:
____________________________________________________________________________

Mentor Teacher                        Supervisor
___________________________________

Date(s) of Absence: ________________
Total days missed from practicum: _____________

Reason for absence (Please attach a Physician’s excuse if applicable.)
____________________________________________________________________________

My plan for making up this time (please include dates and times)
____________________________________________________________________________

Signature of Intern: ___________________ Date: _________________

Signature of Mentor Teacher: ___________________ Date: _________________

Signature of Supervisor: ___________________ Date: _________________
Information for completing Midterm Evaluation

The candidate and mentor teacher should complete the midterm evaluation form (below). Be as objective, reflective, and honest as possible so that this process can be a valuable tool. Schedule a time to meet with your mentor teacher to discuss your evaluations. After the conference, make copies of both forms and submit both original (signed) copies to your university supervisor by the due date in the syllabus. Copies of each evaluation should be placed in your practicum notebook.

Midterm Progress Report
To be completed independently by Mentor

Candidate Name _______________________ Placement _____________________________
Mentor Name _______________________ Date ________________________________

Human Relations Skills: (cooperation, responsibility, initiative, punctuality, reaction to suggestions, relationship with staff and students, etc.)

Curriculum: (preparation, appropriateness, relationships, evaluation, etc.)

Classroom Management: (handling conflict, supervision, preventative measures, etc.)

Strengths:

Areas to address:

Comments:

Performance evaluation:

Satisfactory

Unsatisfactory

Signatures ______________________ (Student) ______________________ (Mentor)
# Formative Assessment Tool

## Collaborative Log

<table>
<thead>
<tr>
<th>Licensure Program (circle appropriate program)</th>
</tr>
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<tbody>
<tr>
<td>Early Childhood</td>
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<tr>
<td>Secondary: English/LA</td>
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<tr>
<td>Middle Childhood</td>
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<tr>
<td>Secondary: Science</td>
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<tr>
<td>Special Education MM</td>
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<tr>
<td>Secondary: Math</td>
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<tr>
<td>Special Education MI</td>
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<tr>
<td>Secondary: Social Studies</td>
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<tr>
<td>Special Education ADV</td>
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<tr>
<td>Secondary: Math</td>
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</tbody>
</table>

**Intern:**

**Mentor Teacher:**

**University Supervisor:**

<table>
<thead>
<tr>
<th>Grade Level/Subject Area:</th>
<th>Date:</th>
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<tbody>
<tr>
<td>Intern:</td>
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<tr>
<td>Mentor Teacher:</td>
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<tr>
<td>University Supervisor:</td>
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</tbody>
</table>

**Purpose of Today's Meeting**

(circle all that apply):

- Instruction
- Modeling Lesson
- Observing Veteran Teacher
- Lesson Planning
- Reflecting on teaching
- Differentiating instruction
- Content/standards
- Professional Goal Setting
- Using Technology
- Analyzing student work
- Pre/Post Observation Meeting
- Problem solving
- Other:

**Ohio Standards for the Teaching Profession:** Below, highlight standards addressed in discussion with MT.

1. Teachers understand student learning and development, and respect the diversity of the students they teach.
2. Teachers know and understand the content area for which they have instructional responsibility.
3. Teachers understand and use varied assessments to inform instruction, evaluate, and ensure student learning.
4. Teachers plan and deliver effective instruction that advances the learning of each individual student.
5. Teachers create learning environments that promote high levels of learning and achievement for all students.
6. Teachers collaborate and communicate with other educators, administrators, students and parents and the community to support student learning.
7. Professional Responsibility and Growth: Teachers assume responsibility for professional growth, performance, and involvement as an individual and as a member of a learning community.

**What's Working**

**Current Focus, Challenges, Concerns**

**Intern's Next Steps**

**Mentor Teacher's Next Steps**

**Next Meeting Date:**

**Focus:**

Type the final version. You will place the typed CALs in the weekly section of your K Notebook.
**COLLABORATIVE LOG (SAMPLE)**

**Licensure Program (circle appropriate program)**
- Early Childhood: Secondary: English/LA
- Middle Childhood: Secondary: Science
- Special Education MM: Secondary: Math
- Special Education MI: Secondary: Social Studies
- Special Education ADV

<table>
<thead>
<tr>
<th>Student Teacher:</th>
<th>Mentor:</th>
<th>University Supervisor:</th>
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<tbody>
<tr>
<td>Grade Level/Subject Area: Primary</td>
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<td>Date: 9/24/12</td>
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</table>

Purpose of Today’s Meeting (circle all that apply):
- **Instruction/Management**
- Modeling Lesson
- Pre/Post Observation Meeting
- Professional Goal
- Setting
- Using Technology
- Other:

**Ohio Standards for the Teaching Profession:**
1. Teachers understand student learning and development, and respect the diversity of the students they teach.
2. Teachers know and understand the content area for which they have instructional responsibility.
3. Teachers understand and use varied assessments to inform instruction, evaluate, and ensure student learning.

**WHAT’S WORKING**
- Katie leading word work whole group, center, and homework activities.
- Paula is open to my ideas, but still gives me guidance and direction.
- I’m always welcome to all meetings and to use her resources and materials.
- Paula supports me in being an authority figure in the classroom.

**CURRENT FOCUS, CHALLENGES, CONCERNS**
- Math instruction is a challenge for me. I am uncomfortable with coming up with effective activities and ways to teach the concepts.
- I do not feel that focusing on positive behavior does not come naturally to me.

**STUDENT TEACHER’S NEXT STEPS**
- Continue with word work activities, eventually contribute with math lessons.
- Assist with writing IEPs in SEAS.
- Be part of Open House and parent conferences.
- Help with behavior management techniques.

**COOPERATING TEACHER’S NEXT STEPS**
- Let Katie use Math Wings units to become more comfortable with math instruction. Hopefully let her see a unit from start to finish.
- Develop a more structured math time, with 10 minutes of review at the math center, etc. Teacher will model first few times.
- Get reading groups together for Katie to take over next week. I will get materials together, then the following week she will get the materials together and take over instruction.
- Introduce Progress Monitoring to Katie so she can get some experience with that.
- Model mini-writing lesson for Katie to instruct with my materials, then eventually instruct with her own materials.
- Eventually incorporate more of my resources and materials to give Katie the experience and the opportunity to see the different things I can use to teach similar topics.
Early Childhood Education
Candidate Dispositions Progress Report

At the end of the semester, this form should be completed online, and submitted by the mentor. It can be found on the Assessment website, which will be posted on Blackboard. Students should provide mentor teachers with the assessment website info in timely manner. Please complete the form online, and print a paper copy of the form, before you click submit. This copy is only provided as a reference before you complete the online form.

Please fill in the following information:
Candidate First Name
Candidate Last Name
Rater Name

Position of rater (individual completing the form):

- [ ] Mentor
- [ ] University supervisor
- [ ] Course instructor
- [ ] Other

If completed by a course instructor, please indicate the title of the course:

If this form is completed in reference to a field experience, please indicate the placement:
School or agency name

Candidate campus:

- [ ] UC Clermont
Candidate's signature only indicates that he or she has reviewed the report and does not imply agreement.

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<table>
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<th>Candidate Signature:</th>
<th>Date:</th>
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**Please indicate the candidate's dispositions as observed in your setting.**

- **demonstrates professional behavior in attendance. (NAEYC 5: Becoming a professional)**
  - perfect attendance:
    - never late
  - rarely absent: almost always on time
  - sometimes absent: usually on time
  - frequently absent: frequently late
  - unable to rate

- **demonstrates professional behavior by being punctual. (NAEYC 5: Becoming a professional)**
  - never late
  - almost always on time
  - usually on time
  - frequently late
  - unable to rate

- **demonstrates initiative. (NAEYC 5: Becoming a professional)**
  - consistently generates ideas and implements plans independently
  - often generates ideas and implements plans independently
  - sometimes generates ideas and implements plans independently
  - seldom generates ideas and implements plans independently
  - unable to rate

- **is responsible. (NAEYC 5: Becoming a professional)**
  - consistently attends to assigned tasks or duties on schedule without prompting
  - usually attends to assigned tasks on schedule without prompting
  - sometimes attends to assigned tasks or duties on schedule without prompting
  - seldom attends to assigned tasks or duties on schedule without prompting
  - unable to rate

- **is responsive to constructive feedback/supervision. (NAEYC 5: Becoming a professional)**
  - consistently accepts suggestions and feedback and adjusts performance accordingly.
  - usually accepts suggestions and feedback and adjusts performance accordingly.
  - at time accepts suggestions and feedback and adjusts performance accordingly.
  - unresponsive and defensive to feedback
  - unable to rate
has rapport with students, peers, and others. (NAEYC 5: Becoming a professional)

- consistently seeks opportunities to work with others and relates easily and positively
- usually seeks opportunities to work with others and relates easily and positively
- at times seeks opportunities to work with others and relates adequately
- at times hesitates to work with others

- able to rate
- unable to rate

demonstrates effective communication in oral, visual, and language arts. (NAEYC 5: Becoming a professional)

- effective and articulate in oral, visual, and language arts
- effective in at least two areas
- ineffective in at least two areas
- requires additional preparation

- able to rate
- unable to rate

applies knowledge and skills of social responsibility for the advancement of a diverse society. (NAEYC 5: Becoming a professional)

- effectively and reflectively applies knowledge and skills of social responsibility in diverse settings
- unable to apply knowledge and skills in diverse settings
- detrimental to the setting

- able to rate
- unable to rate

The candidate is committed to high ethical and professional standards. (NAEYC 5: Becoming a professional) The candidate...

- The candidate is committed to high ethical and professional standards. Yes
- The candidate is committed to high ethical and professional standards. No
- The candidate is committed to high ethical and professional standards. Unable to rate

- maintains ethical and professional standards such as confidentiality.

- maintains ethical and professional standards such as confidentiality. No
- maintains ethical and professional standards such as confidentiality. Unable to rate

- cites program policies and professional practices and responds appropriately.

- cites program policies and professional practices and responds appropriately. No
- cites program policies and professional practices and responds appropriately. Unable to rate

- maintains a professional

- maintains a professional
- maintains a professional

35
Please rate the consistency with which the candidate demonstrates each of these dispositions.

<table>
<thead>
<tr>
<th>Consistently evident</th>
<th>Usually evident</th>
<th>Sometimes evident</th>
<th>Inconsistent or contrary evidence</th>
<th>Unable to rate</th>
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<tbody>
<tr>
<td>Committed to reflection, assessment, and learning as an ongoing process. (NAEYC 5: Becoming a professional)</td>
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<td>Willing to work with other professionals to improve the overall learning environment. (NAEYC 5: Becoming a professional)</td>
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<tr>
<td>Consistently evident</td>
<td>Usually evident</td>
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<td>Unable to rate</td>
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<tr>
<td>Please rate the consistency with which the candidate demonstrates each of these dispositions.</td>
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</tbody>
</table>

**Appreciates that knowledge includes multiple perspectives and the development of knowledge is influenced by the learner's perspective and context. (NAEYC 1: Promoting Child Development & Learning)**

**Dedicated to teaching the subject matter, is competent in the discipline and its pedagogy, and stays informed. (NAEYC 4: Teaching & Learning)**

**Appreciates diversity of needs, assets, and interests of students and applies**
<table>
<thead>
<tr>
<th>Disposition</th>
<th>Consistently evident</th>
<th>Usually evident</th>
<th>Sometimes evident</th>
<th>Inconsistent or contrary evidence</th>
<th>Unable to rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consistently evident diversity of needs, assets, and interests of students and applies this to long and short term planning. (NAEYC 4: Teaching &amp; Learning)</td>
<td>Usually evident diversity of needs, assets, and interests of students and applies this to long and short term planning. (NAEYC 4: Teaching &amp; Learning)</td>
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<td>Unable to rate diversity of needs, assets, and interests of students and applies this to long and short term planning. (NAEYC 4: Teaching &amp; Learning)</td>
<td></td>
</tr>
<tr>
<td>Takes responsibility for a protected, predictable, and positive classroom climate. (NAEYC 1: Promoting Child Development &amp; Learning)</td>
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<td>Sometimes evident takes responsibility for a protected, predictable, and positive classroom climate. (NAEYC 1: Promoting Child Development &amp; Learning)</td>
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<td>Unable to rate takes responsibility for a protected, predictable, and positive classroom climate. (NAEYC 1: Promoting Child Development &amp; Learning)</td>
<td></td>
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<tr>
<td>Committed to the expression and use of democratic values in the classroom. (NAEYC 1: Promoting Child Development &amp; Learning)</td>
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<td>Inconsistent or contrary evidence committed to the expression and use of democratic values in the classroom. (NAEYC 1: Promoting Child Development &amp; Learning)</td>
<td>Unable to rate committed to the expression and use of democratic values in the classroom. (NAEYC 1: Promoting Child Development &amp; Learning)</td>
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### Recognizes the fundamental need of students to develop and maintain a sense of self-worth and that misbehavior may be attempts to protect self-esteem. (NAEYC 1: Promoting Child Development & Learning)

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<tr>
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<td>Please rate the consistency with which the candidate demonstrates each of these dispositions. Recognizes the fundamental need of students to develop and maintain a sense of self-worth and that misbehavior may be attempts to protect self-esteem. (NAEYC 1: Promoting Child Development &amp; Learning)</td>
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</table>

### Believes that all children can learn and persists in helping every student achieve success. (NAEYC 1: Promoting Child Development & Learning)

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<tbody>
<tr>
<td>Please rate the consistency with which the candidate demonstrates each of these dispositions. Believes that all children can learn and persists in helping every student achieve success. (NAEYC 1: Promoting Child Development &amp; Learning)</td>
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### Values all students for their potential as people and helps them learn to value each other. (NAEYC 1: Promoting Child Development & Learning)

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<tbody>
<tr>
<td>Please rate the consistency with which the candidate demonstrates each of these dispositions. Values all students for their potential as people and helps them learn to value each</td>
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<td>Values all students for their potential as people and helps them learn to value each</td>
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</tr>
</tbody>
</table>
The Candidate demonstrates effective communication in oral, visual, and language skills. (General Education)

- ☐ effective and articulate in oral, visual, and language skills
- ☐ effective in at least two areas
- ☐ ineffective in at least two areas
- ☐ unable to rate

The Candidate applies knowledge and skills of social responsibility for the advancement of a diverse society. (General Education)

- ☐ effectively and reflectively applies knowledge and skills of social responsibility in diverse settings
- ☐ applies knowledge and skills of social responsibility in diverse settings
- ☐ unable to apply knowledge and skills in diverse settings
- ☐ unable to rate

Please identify any other skills, behaviors, and/or knowledge that enhances the candidate's successful progress.
Please identify any other skills, behaviors, and/or knowledge that interfere with this candidate's successful progress.

ACTION TAKEN: If you identified a concern, please describe any action taken, including dates, parties involved, and agreements reached.

I have had a meeting with the candidate to discuss the concern described in this report.

- [ ] Yes
- [ ] No
- [ ] If no, when is the meeting scheduled?

At the end of the semester, this form should be completed online, and submitted by the mentor and the student. It can be found on the Assessment website, which will be posted on Blackboard. Students should provide mentor teachers with the assessment website info in timely manner. Please complete the form online, and print a paper copy of the form, before you click submit. This copy is only provided as a reference.
before you complete the online form.

<table>
<thead>
<tr>
<th>Does Not Meet Expectations (1)</th>
<th>Meets Expectations (2)</th>
<th>Exceeds Expectations (3)</th>
<th>Rating</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard 1: Promoting Child Development and Learning</strong></td>
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</tr>
<tr>
<td><strong>1a: Knowing and understanding young children’s characteristics and needs</strong></td>
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<tr>
<td>Candidate plans activities with little regard to the developmental levels, interests, and strengths of children. Activities are not extended.</td>
<td>Candidate plans activities that reflect an awareness of the developmental levels of children and observes the strengths and interests of children and builds on them either by extending current activities or planning related ones.</td>
<td>...and Candidate differentiates instruction to meet the various developmental needs within a given classroom.</td>
<td></td>
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<tr>
<td>Plans contain little or no theory or candidate is unable to provide a rationale based on theory or current research.</td>
<td>Candidate is able to provide a rationale for plans that is based on sound child development theory.</td>
<td>...and Candidate relates activity to current research in the field.</td>
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<tr>
<td><strong>1b: Knowing and understanding the multiple influences on development and learning</strong></td>
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<tr>
<td>Plans have little relevance to children’s life experiences or cultural diversity. Plans do not allow for individual developmental variations.</td>
<td>Candidates plan activities relevant to children’s life experiences and cultural diversity. Activity plans are multi-leveling to allow for individual developmental variations.</td>
<td>...and Candidate plans activities to meet a variety of learning styles.</td>
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<tr>
<td><strong>1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments</strong></td>
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<tr>
<td>Classroom routines are not clear or children do not understand expectations. Transitions are too long, too frequent, or inefficient.</td>
<td>Candidate reinforces routines and manages transitions in a confident and positive manner. Children understand what is expected. Candidate positions self, according to cues of children for maximum group awareness and safety of all children.</td>
<td>...and Candidate is aware of areas that may need extra supervision</td>
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</tr>
<tr>
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<tr>
<td>Candidate provides mostly teacher-directed activities and provides little time for independent exploration. Candidate intervenes frequently, inhibiting the child’s exploration. Activities are either too easy or too difficult for children. Candidate does little to adjust activities in response to children’s cues. Children show little engagement or interest in activities.</td>
<td>Candidate allows children opportunities for independent exploration of materials and environment and intervenes or facilitates only when it will enhance the child’s exploration. Candidates create activities and environments that are appropriately challenging. Candidate adjusts activities in response to children’s interests, uses, and abilities. Children are consistently interested and engaged in activities.</td>
<td>...and Candidate uses intentional teaching strategies during children’s explorations. ...and Candidate demonstrates high expectations for all children and uses a variety of instructional methods to reach various learning styles.</td>
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</tbody>
</table>

**Standard 2: Building Family and Community Relationships**

**2b: Supporting and engaging families and communities through respectful, reciprocal relationships**

| Candidate converses with parents on topics that are more appropriate for the mentor teacher or engages in appropriate conversations with parents. | Candidate establishes appropriate relationships with parents reflecting an understanding of the student teacher’s role. | ...and Candidate communicates with mentor teacher about community resources that may be useful for families. | | |

**Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families**

**3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches**

| Candidate demonstrates little use of systematic observation. | Candidate uses systematic observations to gather information on children’s development. | ...and Candidate interprets and reflects on observations to guide future planning. | | |

**Standard 4: Using Developmentally Effective Approaches to Connect with Children and Families**

**4a: Understanding positive relationships and supportive interactions as the foundation of their work with children**
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Candidate has no or few displays of positive affect in the classroom.</td>
<td>Candidate exhibits enthusiasm and warmth frequently.</td>
<td>...and Candidate displays positive attitude about the classroom setting. Children respond to candidate with positive displays of affection.</td>
<td></td>
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</tr>
<tr>
<td>Candidate demonstrates communication techniques that are disrespectful to children such as sarcasm, teasing, yelling, threats, harsh voices, irritability, or humiliation. Candidate consistently uses praise and may model incorrect grammar or language.</td>
<td>Candidate regulates rates, duration, volume, and tone of voice to meet listener’s needs and to suit the situation. Candidate models appropriate grammar, language, and tone. Candidate uses encouragement rather than praise.</td>
<td>...and Candidate demonstrates active listening skills and uses I-messages frequently.</td>
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</tr>
<tr>
<td>Few if any indications of warm, supportive, respectful relationships exist. Candidate speaks to children without making eye contact and rarely kneels to child’s level. Candidate calls to children from across room.</td>
<td>Candidate exhibits respect for all children and adults through language and actions. Candidate establishes eye contact and kneels to child’s level when speaking with him or her. Candidates refrain from calling across the room.</td>
<td>...and Candidate demonstrates respect for children’s ideas and feelings by conversing about topics of interest to the child.</td>
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<tr>
<td>Candidate rarely acknowledges children’s emotions. Candidate focuses on personal needs during class.</td>
<td>Candidate focuses attention on the classroom situation rather than on personal needs during class. Candidate is responsive to children's emotions and helps children verbalize feelings. Candidate provides comfort and assistance when needed.</td>
<td>...and Candidate provides individualized support to children.</td>
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</table>

4b: Knowing and understanding effective strategies and tools for early education
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Candidate provides mostly large group instruction for children. Candidate either dominates discussion during activities or provides little interaction.</td>
<td>Candidate provides a variety of small group, large group, and open play experiences. Candidate demonstrates ability to interact with individuals or small groups while maintaining total group awareness. Candidate actively facilitates activities to encourage participation and involvement.</td>
<td>...and Candidate uses a variety of scaffolding and intentional teaching strategies.</td>
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<td></td>
</tr>
<tr>
<td>Candidate rarely responds to or extends children’s comments. Candidate asks mostly closed-ended questions and provides little scaffolding.</td>
<td>Candidate listens and responds to children’s comments and questions in a timely, appropriate manner and asks open ended questions which stimulate thinking and discovery. Candidate provides scaffolding techniques at appropriate moments.</td>
<td>...and Candidate engages children in frequent conversations on topics of interest to the children using advanced language.</td>
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<tr>
<td><strong>4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches</strong></td>
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<tr>
<td>Candidate does not actively facilitate activities to encourage child involvement and interest. Candidate uses ineffective strategies to transition the group.</td>
<td>Candidate observes strengths and interests of children and builds on them either by extending current activities or planning related ones. Candidate uses facial expressions, voice level, and other communication techniques to maintain the attention of an individual child or the group depending on the situation. Candidate uses effective whole group transitions.</td>
<td>...and Candidate uses a variety of modalities to effectively engage students.</td>
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<tr>
<td>Candidate is reactive to problems. Monitoring is not efficient to prevent behavior difficulties, and redirection attempts are ineffective.</td>
<td>Candidate uses clearly stated, positive redirections, uses problem solving techniques to manage interpersonal conflicts, and allows children to assume responsibility for solving interpersonal conflicts when possible. Candidate avoids giving unintentional choices, and is proactive in preventing problems from developing.</td>
<td>...and candidate effectively takes on the role of mediator to facilitate problem solving when necessary. Candidate individualizes responses to behavior.</td>
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</tr>
<tr>
<td>Candidate is rigid, inflexible, or controlling in plans or rarely goes along with children’s ideas. Most activities are teacher-led. There are few opportunities for children to talk or express ideas. Candidates choose children’s activities.</td>
<td>Candidate is flexible in plans, incorporates child’s ideas, and allows for choice of activities. Candidate provides many opportunities for children to talk and express ideas.</td>
<td>...and Candidate organizes activities around student children’s interests.</td>
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</table>

**Standard 5: Using Content Knowledge to Build Meaningful Curriculum**

**5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines**

<p>| Candidate has unclear goals or rational or goals are trivial. | Candidate effectively states clear goals and rationale for activities based on understanding of constructivist theory. Goals are measurable. | ...and Candidate relates goals and rationale to current theory and research. | | |
| Candidate lacks reference to the Early Learning Content Standards or chooses indicators that are not relevant or meaningful to the activity. | Candidate aligns curriculum goals and objectives with Ohio’s Early Learning Content Standards. | ...and Candidate provides alignment to other recognized standards, such as Head Start Outcomes. | |</p>
<table>
<thead>
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</tr>
<tr>
<td>Candidate provides experiences that are below or above children’s developmental level preventing support of later academic skills and understandings.</td>
<td>Candidate designs learning experiences that support later academic skills and understandings.</td>
</tr>
</tbody>
</table>

**Standard 6: Becoming a Professional**

6a: Identifying and involving oneself with the early childhood field

| Candidate fails to establish rapport or is uncooperative with mentor, cooperating teacher, staff, instructors, or other colleagues. | Candidate exhibits cooperation and rapport with mentor, cooperating teacher, staff, instructors, and colleagues. | ...and Candidate seeks input from more experienced professionals. |

6b: Knowing about and upholding ethical standards and other professional guidelines

| Candidate dresses in appropriately, disregards rules and policies of the school, or fails to complete assignments and tasks on time. | Candidate exhibits a sense of responsibility and dependability, dresses appropriately for the classroom, follows specific rules and policies of the school, and completes assignments and tasks on time. | ...and Candidate exhibits a willingness to go beyond requirements |

6c: Engaging in continuous, collaborative learning to inform practice

| Candidate rarely seeks input on practice or does not initiate conversations or ask questions of mentor or Candidate responds inappropriately to constructive feedback. | Candidate accepts constructive feedback appropriately and initiates conversation and asks questions of mentor in order to further learning. | ...and Candidate participates in outside professional development opportunities to inform practice. |

6d: Integrating knowledgeable, reflective, and critical perspectives on early education
<table>
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<td>Candidate exhibits little or no reflection in observations, journals, or conferences.</td>
<td>Candidate reflectively evaluates activities and uses personal observation and mentor feedback to plan future curriculum activities. Candidate uses reflective practice as evidenced by journal and conferencing.</td>
<td>...and Candidate seeks to understand differing perspectives on early education.</td>
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</tbody>
</table>

**General Impression of Candidate Performance:**
**Candidate Dispositions Brief Report**

Optional – This form is only used to document an issue of concern or an exemplary behavior.

Candidate’s Name: ___________________________________ Program ______________________

Candidate Entered UC:
- [ ] As a freshman
- [ ] As an undergraduate transfer
- [ ] After obtaining a baccalaureate degree at another UC college
- [ ] After obtaining a baccalaureate degree from a non-UC college or university

Name of Individual Completing Report: ____________________________________________

Please indicate position:
- [ ] Faculty -Instructor
- [ ] University Supervisor
- [ ] Mentor
- [ ] Other ______________________

If completed in Field Experience, School ____________ Grade ____________ Content area________

If completed during coursework, course name:
_______________________________________________

Signature of Individual Completing Form: _______________________________ Date________________

Signature of Candidate: ________________________________________ Date________________

*Candidate’s signature only indicates that he/she has reviewed the Report and does not imply agreement.*

- [ ] This report is to report exemplary dispositions
- [ ] This report is to document a concern

**Please indicate disposition(s) considered in this Brief Report:**

<table>
<thead>
<tr>
<th>Disposition</th>
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<tbody>
<tr>
<td>[ ] The Candidate demonstrates professional behavior in attendance.</td>
<td></td>
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<tr>
<td>[ ] The Candidate demonstrates professional behavior by being punctual.</td>
<td></td>
</tr>
<tr>
<td>[ ] The Candidate demonstrates initiative, and guidance.</td>
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</tr>
<tr>
<td>[ ] The Candidate is responsible.</td>
<td></td>
</tr>
<tr>
<td>[ ] The Candidate is responsive to constructive feedback/supervision.</td>
<td></td>
</tr>
<tr>
<td>[ ] The Candidate has rapport with students/peers/others.</td>
<td></td>
</tr>
<tr>
<td>[ ] The Candidate is committed to high ethical and professional standards.</td>
<td></td>
</tr>
<tr>
<td>□ Maintains high ethical and professional standards (e.g. respecting confidentiality).</td>
<td></td>
</tr>
<tr>
<td>□ The Candidate cites program policies and professional practices and responds appropriately.</td>
<td></td>
</tr>
<tr>
<td>□ The Candidate maintains a professional appearance.</td>
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</tr>
<tr>
<td>[ ] The Candidate demonstrates a commitment to reflection, assessment, and learning as an ongoing process.</td>
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</tr>
<tr>
<td>[ ] The Candidate is willing to work with other professionals to improve the overall learning environment</td>
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</table>
for students.

- The Candidate appreciates that “knowledge” includes multiple perspectives and that development of knowledge is influenced by the perspective of the "knower."

- In designing curriculum, the Candidate appreciates both the particular content of the subject area and the diverse needs, assets, and interests of the students and values both short and long-term planning. The Candidate is committed to the expression and use of democratic values in the classroom.

- The Candidate takes responsibility for making the classroom and the school a “safe harbor” for learning, in other words, a place that is protected, predictable, and has a positive climate.

- The Candidate recognizes the fundamental need of students to develop and maintain a sense of self-worth and that student misbehavior may be attempts to protect self-esteem.

- The Candidate believes that all children can learn and persists in helping every student achieve success.

- The Candidate values all students for their potential as people and helps them learn to value each other.

**Nature of Exemplary Behavior or Concern:** Please describe the exemplary behavior or concern. Please describe data including circumstances (field, class), dates, and others directly involved (for example, school personnel, other students, etc.).

**Action Taken:** Please describe action you have taken. In terms of a concern, please describe dates, involved parties, and agreements reached.

*Candidates may submit a rejoinder to this report.*
January 6, 2014

Dear Parents and Guardians,

This semester, I will be a practicum student in your child’s classroom. During this time, I am required to keep a Practicum Notebook, which will include photos illustrating some of the work I will do during the semester. I am requesting your permission to photograph your child and include these photos in my notebook. These photos will be viewed by my university supervisor and instructors and are for the sole purpose of documentation. Please sign below.

Sincerely,

University of Cincinnati
Practicum Student

___________________________________, university student, has permission to photograph my child, ___________________________ and include those photos in his or her Practicum Notebook.

___________________________________ Parent Signature

Walson/ 2014
Section D Additional Information Related to Practicum
Field Trip Policy

If you are able, we encourage you to attend field trips with your Kindergarten classes; however, we realize sometimes that may be problematic due to course schedules or the field school's schedule. If you are not able to attend the field trip, please make plans to make up the 3.0 hours on a day you don't have classes. Exam week would be another option for making up time. Please let your supervisor know of your plans. We are not able to give you permission to take class time to attend a field trip with your students.

Professional Development/ Meetings

Ideally, if your teacher is attending a workshop/meeting, you should plan to attend as well; however, we have 63 students in various schools and districts. Some districts encourage our students to attend these meetings/workshops, and others are not able to do so. Also, our students need to attend classes, and sometimes your class schedules make it challenging to attend meetings. If you are not able to attend an Inservice Day or a Professional Development Opportunity the time should be made up, or other arrangements could be made. For example, the student should stay in the classroom with a substitute teacher or the student could visit another kindergarten classroom for the day. It is always best for the student to clear any special situations with their supervisor.

Inclement Weather Policy

If your school is on an hour delay and you have a morning placement, please report to the school an hour later than usual, and complete 2 hours in the field on that day. If there is a 2 hour delay you are not expected to report to your placement.

As for afternoon field placements, an early dismissal would most likely not be announced before your arrival, but you should leave whenever the students are dismissed.

You are not expected to make up time missed due to inclement weather. Please note delays and early dismissals on your time sheet.

Walson/ 2014
“Sound that word out for me.”

When you are reading with your students, please be careful about which words you ask them to sound out. Outlaw words (words that don’t follow the rules) are words that cannot be sounded out phonetically and must therefore be memorized. For example, using your knowledge of phonetics, try to sound out beautiful. How did that go? These words must be learned to mastery with instant sight recognition. Without mastery, these words become major stumbling blocks and hinder both fluency and comprehension. Typically, you will find many of the Outlaw words, which may also be called red words, on the Sight words lists that are commonly used in schools.

- **Outlaw words/ red words** - Need to be memorized.

- **Basic Sight Vocabulary** – Words that are used in reading and writing on a regular basis.

---

**Examples of Outlaw Words**

- a
- again
- are
- away
- come
- could
- do
- four
- from
- give
- have
- into
- live
- of
- once
- one
- pretty
- put
- said
- some
- there
- they
- to
- two
- walk
- want
- was
- were
- what
- where
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Julie Walson/ 2013
What is Academic Language?

Academic language is oral and written language used for academic purposes. Academic language is the means by which students develop and express their understanding of the content, the language of the discipline (e.g., science, history, literature, mathematics). Students must learn and use academic language to engage with the content in meaningful ways. To become an effective teacher, you must consider both the **language demands** of the content you are teaching and the **language supports** that you can provide to help your students learn.

**Language supports**: These are strategies that you use to build your students’ academic language within a particular learning task. Strategies involve both modeling the appropriate language for the students to use in a learning task as well as opportunities for guided practice and independent practice. Strategies include think pair share, choral response, word walls, modeling, graphic organizers, and so on.

**Language Demands**: Every content area has unique language demands, specific ways that individuals within that discipline use academic language (vocabulary, functions, discourse, syntax) to demonstrate their disciplinary understanding. These language demands include **vocabulary, language functions, syntax, and discourse**.

**Discourse**: Individuals within each discipline have unique ways of talking and writing.

- In the English language Arts, these unique language structures include words, grammar and mechanics, text structures, writing processes, and genres. If the language function is to persuade, then appropriate language structures include claims, supporting evidence, and counterarguments.

- In history/social studies, language features include expository, narrative, journalistic, maps, and other graphic print materials; presentations of data in text, charts, and graphs; and video and live presentations. Discourse structures can be at the sentence, paragraph, or symbolic level. If the function is to develop a document-based argument, then appropriate language features could include written essays with specified formats and pattern sentences like “The two main causes of _____________ were ____________ and _____________. For example, the (author of) (document) stated that _____________” (citation).

- In mathematics, language structures include symbolic representations such as numbers, equations, two-column proofs (which can be translated into words), graphic representation (which is shorthand language for complex sets of data), and narrative (e.g., to describe or compare). If the language function is to prove, then appropriate language structures include formal two-column proofs as well as informal explanations that begin with a statement of the problem and known information, followed by a series
of statements like “And then, I know _______ because _______,” ending with what is to be proved.

- In science, language structures include symbolic representations such as chemical equations (which can be translated into words), graphic and tabular representations (which are shorthand language for complex sets of data), lists (e.g., materials lists), and narrative (e.g., analysis and conclusions sections in a lab report). If the function is to draw conclusions, then appropriate structures could include charts of investigative results or sentence starters to structure an analysis, such as “The results of the investigation show...,” “This data suggests that...”

**Language Functions:** Pay particular attention to the active verbs that are used within unique disciplines.

- Common language functions in English-Language Arts include **reading/listening** for main ideas and details; **analyzing and interpreting** characters and plots; **writing** narrative, informational, or poetic text; **using presentation skills** to present a play, a speech, or do a dramatic reading; **evaluating and interpreting** an author’s purpose, message, and use of language choice, setting, mood, tone, and other literary strategies; **comparing ideas** within and between texts; and **making sense of unfamiliar vocabulary** through pictures, word parts, and contextual clues.

- Common language functions in history/social studies include **interpreting** maps, graphs, and data tables; **evaluating and interpreting** an author/presenter/historian’s purpose and message; **examining** evidence an author/presenter/historian uses to support claims; **analyzing** arguments in favor of a perspective; **writing/presenting** persuasive arguments; **analyzing and/or describing** causes of historical, economic, geographic, and political events; and **defending** argument with evidence.

- Common language functions in mathematics include **describing** mathematical phenomena; **predicting** from models and data; **comparing** based on common attributes; **summarizing** mathematical information; **justifying** conclusions; **evaluating** data, models, and mathematical representations; **classifying** based on attributes; **explaining** phenomena and processes; **drawing conclusions** based on data; **representing** mathematical information; and so on.

- Common language functions in science include **interpreting** written investigative procedures, diagrams, figures, tables, graphs, and dense authoritative text; **writing or presenting** causal explanations; **explaining** models of scientific phenomena; **predicting** from models and data from scientific inquiries; **comparing** based on common attributes, **summarizing** scientific data from inquiries; **justifying** conclusions with scientific evidence; **evaluating** data and investigative procedures; **classifying** based on attributes; **describing** processes and procedures; **drawing conclusions** based on investigative results; and so on.
• Common language functions in the visual arts include terms to describe or analyze an artwork, critique artwork using visual arts concepts and principles, create meaning by using iconic symbols, explain their artistic intent, interpret the intended effect of a work of art, or analyze how particular folk art genres reflect and reinforce societal values and symbols.

**Syntax:** The set of conventions for organizing symbols, words, and phrases together into structures (e.g., sentences, graphs, tables).

**Vocabulary:** Includes words and phrases that are used within disciplines including: (1) words and phrases with subject-specific meanings that differ from meanings used in everyday life (e.g., table); (2) general academic vocabulary used across disciplines (e.g., compare, analyze, evaluate); and (3) subject-specific words defined for use in the discipline.

**References:**


Technical Standards

University of Cincinnati

Teacher education programs at the University of Cincinnati (UC) require that each candidate demonstrate the physical, cognitive, behavioral, social, and sensory/motor capacity to engage in all aspects of the professional education program, including course and field work, and to develop communication skills and dispositions required for educational professionals. The essential abilities required by UC’s School of Education are in the areas of cognitive/intellectual reasoning, communication, behavioral and social, physical capacity, motor coordination and sensory aspects of education. In the process of program completion, candidates will be required to learn, integrate, and apply large amounts of material and to interact with colleagues as well as students and their families on campus and in the field. These expectations are based on the School of Education’s Conceptual Framework, the Common Core Standards and/or Ohio State Content Standards, Ohio Standards for the Teaching Profession, licensure program standards and requirements, and Council for the Accreditation of Educator Preparation (CAEP). The candidate’s ability to meet these requirements will be monitored throughout the professional education program.

The purpose of this document is to ensure that potential candidates, at the point of admission to cohort (last 2 years in a licensure program) and throughout the program, understand that they must have the necessary capacity to develop appropriate professional teaching abilities and dispositions in order to successfully complete a licensure degree program and be recommended for licensure.

Criteria: Candidates entering a licensure program cohort and graduating with recommendation for licensure must be able to meet the requirements of the licensure program and must not pose an unreasonable risk to the safety and well-being of their students and their families, colleagues, staff, faculty or themselves. Therefore, candidates must have the ability to perform and demonstrate the essential skills, functions and dispositions of a professional educator. In addition to the acquisition of the appropriate knowledge in the sciences and the humanities, the School of Education faculty agree that the successful preservice education candidate should demonstrate the following skills.

Cognitive and Intellectual Reasoning Ability

The candidate must demonstrate the ability to assimilate large amounts of detailed information, integrate that information and be capable of utilizing it for designing, planning, implementing and evaluating instruction as well as problem solving that addresses children’s academic and behavioral needs. He/she must be able to process information and demonstrate the ability to reason, comprehend, measure, calculate, analyze, memorize, organize and synthesize complex information. In order to be successful during experiences in the field and
clinical settings, the candidate must perceive, understand and demonstrate the ability to act upon the complex interrelationship between educational theory taught in licensure courses and its practical applications in the field.

With or without reasonable accommodations, a candidate must have sufficient conceptual, integrative, and quantitative abilities and skills to:

- Master relevant content necessary to teach subjects commonly offered in PreK-12 schools and pedagogical principles and their application in the field settings at a level deemed appropriate by licensure program faculty.
- Comprehend, memorize, calculate, analyze, integrate, and synthesize, material in a timely manner appropriate to the practice of teaching.
- Develop reasoning, problem-solving, and decision-making skills in a timely manner appropriate to the practice of teaching.
- Understand the concepts, tools of inquiry, (e.g. observations, documentation, interpretation), and structures of the discipline and create learning experiences that make these aspects of subjects or content-knowledge meaningful to students.
- Assimilate and apply complex information in the form of lectures, small group work, written materials, and field experiences.

**Communication Skills**

The candidate must be able to demonstrate and use (in English) the knowledge acquired during the preservice education process to elicit, convey, clarify and transmit information (both in oral and written form) effectively, accurately, efficiently and sensitively to children, their families and other members of the instructional team. Candidates must be able to communicate with learners and the instructional team in order to elicit information regarding cognitive/academic ability, address behavioral issues through verbal and nonverbal communication, and communicate with colleagues at the level consistent with the expectations of a professional educator.

Communication and transmission of information includes reading, writing, hearing and speech. For example, candidates must be able to present legible, accurate and skillful information in oral and written form to a child, teacher, professor, families and other members of the instructional team. Candidates must also be able to effectively and efficiently participate in sometimes fast paced large and small group discussions/interactions and in instructional settings where instructional/educational decisions may depend on rapid communication.

With or without reasonable accommodations, a candidate must have sufficient verbal, nonverbal and written skills to:

- Present lessons with clearly defined structure, clarity, and sequence in a manner that engages all students.
• Communicate with, understand, and observe colleagues and students and their families in order to conduct conferences and interviews.
• Explain important principles and concepts delineated in professional, state and institutional standards (e.g. school district policies and standards, school policies and practice).
• Communicate with people so as to make assessment and plans known to others including colleagues, and students and their families.
• Provide timely feedback to students to support their learning in whole group, small group, and one-to-one settings.
• Communicate concepts, assignments, evaluations and expectations with students and members of the instructional team.
• Read, write, speak and understand English for all business communication at a level consistent with successful course completion and expectations for a professional educator. Use of other languages on breaks or personal time is perfectly acceptable.
• Maintain a command presence in the classroom, including the ability to observe student conduct throughout the classroom, even while working in one-on-one or in small group settings.

Behavioral and Social Skills

The candidate must possess the emotional stability and the maturity necessary to interact with others in a responsible manner, to use sound judgment and to use ethical and clinical reasoning. The ability to make decisions appropriate to the instruction of all learners, to function in a stressful and demanding environment, to adapt to new and changing situations and to cope with ambiguity is essential to the development and performance of future teachers.

The candidate must be prompt in completion of all responsibilities attendant to the instruction of all learners.

The possession of dispositional skills is equally important. The candidate should demonstrate compassion, empathy, a caring attitude, tolerance, an acceptance of differences, personal generosity toward others, thoughtfulness and a general concern and respect for other individuals.

With or without reasonable accommodations, a candidate must possess the behavioral and social abilities and dispositions to:

• Fully utilize intellectual abilities; exercise good judgment and show emotional stability; candidate must be of sound mind and in stable health.
• Organize time and materials, prioritize tasks, perform several tasks at once (multi-tasking), and adapt to changing situations at a level appropriate to the field of teaching.
• Provide high quality instruction with appropriate pacing, so that all students are consistently on task.
• Work calmly and demonstrate flexibility under stress (e.g. work under time constraints, concentrate in distracting situations, make sound subjective judgments, ensure safety, in emergencies, and accept constructive review of work from supervisors/faculty in a professional manner).
• Develop positive and mature relationships with colleagues and with students and their families, treating all individuals with respect, using tact and discretion and setting a positive and respectful tone in interactions with others.
• Display compassion, justice, empathy, integrity, responsibility, and the emotional capacity to handle the varying demands of the teacher’s job.
• Accurately perceive a wide range of interpersonal cues from others and respond appropriately.
• Exercise self-awareness and self-insight in relation to candidate’s own health, stress level, distraction and emotional state.
• Attend classes, field experiences, and other related events and be punctual.
• Communicate effectively, efficiently, and sensitively with colleagues and with students and families regardless of their race, gender, life-style, sexual orientation, and cultural or social backgrounds.

Physical Capability

The preservice education process is both demanding and challenging. The candidate must have sufficient emotional and physical stamina to acquire the knowledge and skills required in the classroom, to perform the duties in field settings, to participate in activities associated with working with children and their families, to tolerate physically and mentally taxing workloads and function independently, competently and effectively under stress. The candidate must be able to complete the licensure program curriculum within the maximum time period specified by the faculty.

With or without reasonable accommodations, a candidate must have sufficient physical ability, stamina, sense of vision and hearing to:

• Observe/participate in activities associated with teacher education, including but not limited to classroom demonstrations, lessons, classroom interactions, student assessment, classroom and student management, lesson planning and lesson implementation.
• Observe students accurately at a distance and close at hand; observation necessitates the functional use of senses of vision and hearing and is enhanced by senses of touch and smell.
• Observe students and all subtleties of students’ oral, written and non-verbal communications, in order to assess and develop communication and academic skills of students.
• Implement multiple teaching strategies/techniques used during instruction; analyze student work and engagement through multiple methods of appropriate assessment (e.g. written, oral, auditory, hands-on, kinesthetic, formal, informal, authentic, standardized, etc.) and manage a safe, predictable, positive classroom environment where all students are engaged in meaningful learning.
• Work a teacher’s contracted day and perform extended and additional duties of the classroom teacher such as parent conferences, open houses, and other assigned duties.
• Make use of the classroom space to facilitate different learning experiences.

Motor Coordination and Sensory Skills

Sufficient motor function, tactile ability and sensory abilities are required to attend and participate effectively in all classroom, field and clinical settings and activities that are part of the licensure program curriculum. Candidates must be able to respond to emergency situations in a timely manner.

The candidate is also expected to execute both gross and fine muscular movements, equilibrium and assume reasonable bodily postures required to implement/provide high quality instruction and demonstrate the ability to independently manage a positive dynamic classroom environment.

With or without reasonable accommodations, a candidate must have sufficient fine and gross motor as well as sensory abilities to:

• Demonstrate computer and technological skills at a level consistent with successful course completion and expectations for a professional educator.
• Plan and implement instruction using a wide array of instructional materials and teaching resources (e.g. math manipulatives, science instruments, art materials, audio-visual equipment etc.).

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Qualified candidates with documented disabilities are provided with reasonable accommodations and the determination of whether an applicant or current candidate meets the technical standards will be done on an individual, case-by-case basis utilizing the existing School of Education Licensure Review procedures and individual licensure program evaluations.

Candidates can be accommodated by mean of auxiliary aids and services and academic adjustments, but a candidate should be able to perform in a reasonably independent manner.

A candidate does not perform in a reasonably independent manner if reliance on an
intermediary by a candidate is so extensive that a candidate’s own judgment must be mediated by someone else’s power of selection, observation, perception, or cognitive support. For instance, relying on an intermediary to observe developmental milestones of student’s’ oral, written, or non-verbal communication is not acceptable and would alter the fundamental nature of the licensure programs.

Accommodation may involve an auxiliary aid or service, or academic adjustment but none that substitute for an essential technical skill or supplement pedagogical judgment. Candidate must be free of and not dependent on illicit drugs.