



College of Education

EARLY CHILDHOOD PROGRAM GUIDEBOOK



TEACHER CANDIDATES

UNIVERSITY PROGRAM SUPERVISORS

SUPERVISING PRACTITIONERS-MENTOR TEACHERS

2022-2023



Introduction

The University of Arizona College of Education is committed to providing our teacher candidates with positive, professional, and field based experiences that are deeply rooted in the principles of our early childhood program. Site coordinators, university supervisors, and mentor teachers are the professionals who work with teacher candidates to ensure that their field work will prepare them to enter the education profession as enthusiastic and effective teachers who focus on supporting children's learning from birth to age eight.

All early childhood teacher candidates are in the Communities as Resources in Early Childhood Teacher Education (**CREATE**) Program. This CREATE Early Childhood edition of the "Field Experience Guidebook" is meant to be a resource guide with practical information to help teacher candidates, mentor teachers, and university supervisors understand their roles and responsibilities. It is not meant to be fully comprehensive. As information is updated and new information developed, it will be shared with program participants during the program. It will be the responsibility of the teacher candidates, mentor teachers, and university supervisors to obtain any additional information they feel is necessary to be successful.

As Directors of the Early Childhood Program and the Office of Field Experiences, we want to welcome you to the University of Arizona College of Education CREATE Program. Thank you in advance for your commitment to make the teacher preparation program and specifically the CREATE field experiences, stellar preparation experiences for our teacher candidates and professionally rewarding experiences for all who participate.



Rebecca Lopez, Ph. D.
Director of Early Childhood Programs
Programs
Email: becalopez@arizona.edu
Phone: (520) 621- 7425



Margaret R. Shafer, M.A.
Director of Field Experiences
Email:margaretshafer@arizona.edu
Phone:(520) 621-5908

IMPORTANT COVID-19 NOTICE

Please note that since March of 2020 Covid-19 has precipitated ongoing changes to field placement in PK-12 school settings in Tucson, greater Arizona, and throughout our national and international educational community. As such, these changes are not addressed in this guidebook and will be addressed in ongoing communiques sent to student teachers via emails. When necessary, additional signed paperwork may be required by the University of Arizona for participation in both in-person and remote teaching, if remote teaching becomes necessary. Student teachers are responsible to monitor their UArizona email accounts to stay current on all Covid-19 and/or other pandemic related information and requirements.

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CREATE

Communities as Resources in Early Childhood Teacher Education

Principles and Program Information



THE UNIVERSITY OF ARIZONA
College of Education

CREATE

Communities as Resources in Early Childhood Teacher Education

What guides the CREATE Program?

The CREATE Early Childhood Education Program has transformed learning to teach children from birth to grade three into a cohort, off campus, community-based program. Undergraduates accepted into the program complete course work with the same peers for four semesters and participate in extensive course work and field experiences at local schools and with the community. The transformation of the CREATE Program was based on four principles.

Principle 1: Valuing the funds of knowledge within diverse cultural communities.

Funds of knowledge are the cultural knowledge and skills that households have accumulated over time and that are essential to the well-being and functioning of both the household and the individuals in that household. Our teacher candidates learn about children's home-based and community contexts and get to know the child as a whole person who is actively involved in multiple spheres of knowledge and relationships. Our goal is to develop innovations in teaching that leverage the cultural knowledge, skills, and relationships embedded in families and that inquire into family legacies and resources and ways of accessing these resources.

Principle 2: Encouraging story as a meaning-making process to understand self and world.

Children make sense of the world through story as a process of making meaning and bringing significance to their everyday experiences in families and communities. Story captures the richness and nuances of human life within particular sociocultural contexts. When children are surrounded by stories in many different forms at home and at school, they learn about literacy as well as how to make sense of their lives and world. Our teacher candidates explore ways of encouraging families to tell stories about their history and traditions in order to share their funds of knowledge with children and with the classroom. Stories also immerse children in the lives of people in diverse cultural communities to explore the multiple ways in which people live and think around in their community and world.

Principle 3: Celebrating the significance of family literacies in literacy learning.

Celebrating and honoring the linguistic and culturally diverse backgrounds of families allows their local knowledge to be made visible in classrooms. This knowledge plays out across multiple literacies of visual images, music, movement, mathematical thinking, and language. When family members are invited to participate in their children's learning, children's engagement increases and positive relationships between families and teachers foster optimal development for children. Our teacher candidates invite children to use their native languages to develop literacy as well as to share their stories through multiple literacies. Teacher candidates and teacher educators who work in community-based education centers have many opportunities to learn with and from children and to build from the multiple literacies that are integral to the lives of families.

Principle 4: Providing professional learning opportunities for educators across community, school, and University settings.

Through professional conversations in varied locations, early childhood educators engage in discussions about the CREATE principles as they apply to practice in different settings with different groups of learners. These conversations provide teachers and administrators, university faculty, community members, teacher candidates, and families with meaningful and relevant opportunities to learn with and from one another about current and enduring issues of transformative education practices. Learning to teach children and learning to teach teacher candidates are ongoing, systemic, and reciprocal processes in which educators work across courses, disciplines and institutions to continuously improve educational circumstances for all children.

In addition to the four principles described on the previous page, The CREATE Program, as part of the Department of Teaching, Learning and Sociocultural Studies (TLS), embraces the position represented in the statement on the following page.

Department of Teaching, Learning and Sociocultural Studies
Position Statement on Social Justice

Adopted March 25, 2014

The members of the TLSS community are committed to providing equal opportunity and nurturing an academic climate dedicated to social justice.

Injustice takes many forms. Oppressive acts are sometimes overt, but most are subtle, and are difficult to document. These hidden forms of discrimination are identified in the literature as microaggressions, often resulting from unexamined attitudes and beliefs. Macroaggressions are expressions of both the overt and systemic forms of injustice.

Our commitment to social justice reflects an orientation to our goals and practices in education and ultimately, an orientation to life that values a diversity and inclusion of viewpoints and experiences of all people as valuable contributors to the experience of schooling and society. This stance recognizes that individuals bring a variety of linguistic, social, and cognitive strengths from their families and communities into the classroom; we view these strengths as assets.

- We value and honor human diversity.
- We recognize that all relationships include dynamics of power. We are committed to relating to each other with conscious awareness and sensitivity to these power dynamics.
- We pledge to contribute to expanding the linguistic and cognitive strengths that learners possess and bring with them to the classroom.
- We understand that systemic policies, traditions, and laws along with personal beliefs, experiences and attitudes affect personal relationships and equitable treatment and opportunity for all.
- We strive to provide a context where we all have the venue, the opportunity, and the confidence to express our experiences and that these experiences will be heard constructively, critically, and with sensitivity.
- Hence, we are not color blind. We will not erase who someone is in the name of equality, nor deny the historical, material and emotional impacts of racialized and gendered identities, and colonial legacies.

We stand alongside and speak out with our colleagues, staff, students, and community members when any of us or others experience micro- or macroaggressions.

We recognize that those of us who enjoy privileged status due to our racialized, gendered, heteronormative, or otherwise privileged aspects of our identities may be unaware of the ways this privileged status marginalizes others. We pledge to listen to our colleagues, students, staff, and community members when any of us or others make efforts to remain diligent in maintaining awareness of micro, macroaggressions, and raise our awareness around issues of invisibility, marginalization, normativity, power, and privilege.

We view these goals as both crucial and ambitious. The entrenched nature of oppression requires both institutional restructuring and new social discourses. Therefore, our stance on disrupting existing and persisting inequities requires attention to micro and macro level interactions. Every interaction is an opportunity for disrupting processes of marginalization, whether overt or subtle, both through person-to-person exchange and through resisting oppressive structures and systems. We commit to holding one another and ourselves accountable, through our research and practice, to rejecting entrenched inequalities, and to cultivating new discourses as groundwork for imagining new social worlds.

What makes the CREATE Program unique?

Relationships & Partnerships

The College of Education and the teacher candidates in CREATE depend on partnerships with the early childhood community and the local school districts to provide experiences with not only young children but also families and the early childhood community. The course work, field experiences, and community engagements develop and extend the teacher candidates' professional knowledge. Without the expertise and support of those in the early childhood community, the CREATE Program would not be successful. In addition, the CREATE Program has teacher candidates complete a full year in a birth to pre-kindergarten classroom and then a full year in a kindergarten through third grade classroom. This provides the teacher candidates time to develop relationships with the children, mentor teachers, families, and communities with whom they are working.

Site-Based Cohorts

In the CREATE Program, teacher candidates take their courses in a classroom at a local early childhood center or elementary school. Being surrounded by children, families and the school community supports the learning taking place in courses and contributes to the sense of belonging to an early childhood community. In addition, the CREATE Program is cohort based; the same group of teacher candidates are together for the four or five semesters. Teacher candidates develop the skills needed to work with their colleagues as professionals.

Professional Expectations

Throughout the four or five semesters of the CREATE Program, teacher candidates are treated as early childhood professionals and held to high expectations. In the CREATE Program, we hold teacher candidates to the National Association of Young Children's fifth standard, "Becoming a Professional:"

Candidates 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.

Classrooms, Family & Community Contexts (or Experiences)

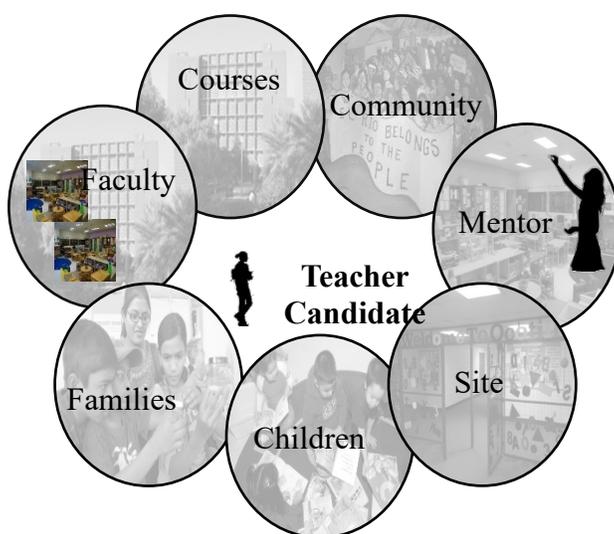
Through the CREATE Program, we have expanded the birth to third-grade contexts to include experiences with families and communities that are a part of the school and children's lives. This ensures that the University of Arizona teacher candidates are prepared through courses and experiences to develop and strengthen the relationships between schools, families and communities to support children's learning.

In the traditional model of teacher preparation, teacher candidates have courses and field experiences in separate contexts. Teacher candidates often feel a gap between courses and field experiences.

Traditional Model



In the CREATE Program, teacher candidates have experiences not only in classrooms but also with families and the community. The gap between courses and field experiences becomes smaller because of the assignments and involvement of faculty. This ensures that the University of Arizona teacher candidates are prepared through courses and experiences to develop and strengthen the relationships between schools, families, and communities to support children's learning.



The faculty work to support teacher candidates as they move back and forth among the contexts within which they teach and learn. With support, teacher candidates are both college students as well as teachers when appropriate.

In the CREATE Program, teacher candidates:

- recognize that they are simultaneously college students and young professionals and,
- accept the competing expectations and responsibilities placed on them in these varying roles.

The teacher educators who are faculty teaching courses and supervising field experiences and mentor teachers:

- are aware of these contexts and recognize their potential to create a source of tension and conflict,
- provide guidance in helping teacher candidates recognize the appropriateness of their behaviors and attitudes in both contexts.

We encourage teacher candidates, teacher educators, and mentor teachers to actively engage one another in open discussions related to these contexts, roles, and tensions.

What does the Program look like?

	Fall	Spring	Fall	Spring
Courses	<ul style="list-style-type: none"> • TLS 301: Child Guidance & Classroom Management Birth-Age 8 (2) • TLS 411 Cultural Pluralism (3) • TLS 481 Children's Literature (3) • TLS 309 Language and Literacy Practices Across Learning Contexts for the Young Child (2) • TLS 320: Early Childhood Education Foundations Birth-Age 8 (3) <i>(if not taken before Fall)</i> • TLS 394E Internship (1) • Total # of credits: 14 	<ul style="list-style-type: none"> • TLS 303: The Young Child: Birth to Age 8 (3) • TLS 312: Early Language Acquisition and Literacy Development (3) • TLS 317: Social Studies (3) • TLS 493D Student Teaching: Birth-PreK (6 units) • Total # of credits: 15 	<ul style="list-style-type: none"> • TLS 357: Using Data to Guide Instruction: Birth to Age 8 (3) • TLS 416: SEI I (3) • TLS 495: Inclusion (3) • TLS 316: Math (3) • TLS 319: Language Arts and Literacy Practices for the Young Child (4) • TLS 394E: Internship (1) • Total # of credits: 17 	<ul style="list-style-type: none"> • TLS 417: SEI II (3) • TLS 403: Reflective Professionalism and Leadership in Early Childhood Education (2) • TLS 314 Science (3) • TLS 321 Art (1) • TLS 493D Student Teaching K-3 (6 units) • Total # of credits: 15
Family-Home Interactions	3 family interactions	3 family interactions	3 family interactions	3 family interactions
Partner School & Community Engagements (Site = where UA courses take place Partner schools = where students have placements)	1 community engagement	1 community engagement	1 community engagement	1 community engagement
Location of Courses	On campus	Off Campus at Early Childhood Center	Off Campus at Early Childhood Center	Off Campus at Early Childhood Center
Practicum & Student Teaching	Visits to public and private sites for diversity of models Birth-PreK practicum/internship placements	Student Teaching continuing at Birth-PreK Sites from Fall	K-3 practicum/internship placements	Student Teaching continuing at K-3 Classrooms from Fall

FOR TEACHER CANDIDATES

How can I plan for the CREATE Program?

- Summer before you begin the CREATE Program
 - Complete the folder requirements for your early childhood placement. The Office of Field Experiences will provide the support you need.

- Fall Year One
 - Required first semester courses are on campus.
 - Plan for one Professional Learning Opportunity from 4:30 – 5:30 each month. Dates will be announced in summer. (Program & course related)
 - Courses have not been scheduled in the morning so that you can complete site visits and then birth-preK field work hours.
 - Once your placements are made (mid-September), you will complete ~4 hours per week at your placement. (Course related)
 - You will also complete three family engagements during the semester in the late afternoon or evening (approximately late September, October, November). (Course related)
 - You will plan a community engagement that will take place in the evening or on a Saturday. (Course related)
 - Make plans to return after winter break when your placement begins the year (not UArizona's start date.) Be sure your housing allows for an early return.

- Spring Year One
 - You begin your birth-PreK placements before UArizona courses. Start dates depend on field placement sites.
 - Courses take place off campus and are approximately every Tuesday.
 - Plan for one Professional Learning Opportunity from 4:30 – 5:30 each month. Dates will be announced in summer. (Program & course related)
 - Field placements take place on days UArizona classes do not meet for 60 full days this semester.
 - You will also complete three family engagements during the semester in the late afternoon or evening (approximately February, March, April). (Course related)
 - You will plan a community engagement with your cohort that may take place one evening or one weekend day. (Course related)

- Fall Year Two
 - Required first semester courses are off campus.
 - Plan for one Professional Learning Opportunity from 4:00 – 5:30 each month. Dates will be announced in summer. (Program & course related)
 - You will complete ~4 hours per week at your placement. (Course related)
 - You will also complete three family engagements during the semester in the late afternoon or evening (approximately late September, October, November). (Course related)
 - You will plan a community engagement that will take place in the evening or on a Saturday. (Course related)
 - Courses take place Thursdays.

- You can begin your field placement at the beginning of the school district year if possible.
- Make plans to return after winter break when your placement begins the year (not the U of A start date.) Be sure your housing allows for an early return.

- Spring Year Two
 - You begin before UArizona courses. Start dates depend on field placement site.
 - Courses take place approximately every Thursday.
 - Field placements take place on days UArizona classes do not meet for 60 full days this semester.
 - You will also complete three family engagements during the semester in the late afternoon or evening (approximately late February, March, April). (Course related)
 - You will plan a community engagement with your cohort that may take place one evening or one weekend day. (Course related)

CREATE

Communities as Resources in Early Childhood
Teacher Education

Professional Standards



THE UNIVERSITY OF ARIZONA

College of Education

The CREATE Principles are the foundation of the early childhood education program at the University of Arizona. In addition to the CREATE Principles, graduates of the CREATE Program must meet the professional standards determined by the University of Arizona and Arizona Department of Education. These include:

- The University of Arizona Teacher Preparation Programs Professional Standards which have incorporated the Interstate Teacher Assessment and Support Consortium (InTASC) Standards and the International Society for Technology in Education National Educational Technology Standards for Teachers (ISTE NETS-Teacher).
- The National Association for the Education of Young Children Standards (NAEYC) for Early Childhood Professional Preparation.

These standards are required by the Arizona Department of Education for all accredited certification programs. The Principles and Standards work in concert. By addressing them through coursework and field experiences, graduates of the CREATE Program demonstrate that they are professionals and are prepared to participate in the very important process of educating young children.

Students in the CREATE Program are assessed on the CREATE Principles, the University of Arizona Teacher Preparation Programs Professional Standards, and the National Association for the Education of Young Children Standards (NAEYC) for Early Childhood Professional Preparation throughout the Program.

The University of Arizona

Teacher Preparation Programs Professional Standards

The University of Arizona has a responsibility to the educational community to ensure that individuals who are recommended to the State of Arizona for teaching certification merit acceptance into the teaching profession. As a student in a University of Arizona teacher preparation program, you are expected to meet a number of professional standards, policies and requirements.

Academic Standards

The Arizona State Board of Education has adopted the InTASC and ISTE NETS-T standards for teachers.

- InTASC Standards (<https://www.coe.arizona.edu/substandards>)
- ISTE NETS-T Standards (https://id.iste.org/docs/pdfs/20-14_ISTE_Standards-T_PDF.pdf).

All University of Arizona certification programs have aligned their curricula and assessments to these standards. Throughout your teacher preparation program, there will be a series of benchmark assignments, including the capstone experience of student teaching, to assess your progress towards meeting them.

Behavior Standards

You are expected to behave professionally during the program, both as a student and a teacher, while on the UA campus and school district campuses. There are three categories of behavior standards to which you must adhere:

- State of Arizona Standards:
 - *Arizona State Board of Education Professional Practices for Certificate Holders*
- University of Arizona Standards:
 - *ABOR Student Code of Conduct* (<https://public.azregents.edu/Policy%20Manual/5-308-Student%20Code%20of%20Conduct.pdf>)
 - *Threatening Behavior Policy* (<http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students>)
 - *Non-Discrimination and Anti-Harassment Policy* (<http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy>)
 - *Code of Academic Integrity* (<http://deanofstudents.arizona.edu/policies-and-codes/code-academic-integrity>)
 - *Professional Expectations for UA Teacher Candidates*
- School District Standards:
 - District codes of conduct for faculty and staff

Knowledge of the Standards

You are required to review the aforementioned academic and behavior standards:

- The InTASC and ISTE NETS-T Standards are available at the links provided above.
- Copies of the *Arizona State Board of Education Professional Practices for Certificate Holders* will be distributed and discussed at the outset of the program.
- The University of Arizona standards for behavior (ABOR Student Code of Conduct, Threatening Behavior Policy, Non-Discrimination and Anti-Harassment Policy, Code of Academic Integrity) are available at the links provided above.
- The *Professional Expectations for UA Teacher Candidates* will be distributed and discussed at the outset of the program.
- School District codes of conduct for faculty and staff must be obtained from your assigned school or district.

Professional Standards

I. The Learner and Learning

- ***InTASC Standard #1:*** Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- ***InTASC Standard #2:*** Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- ***InTASC Standard #3:*** Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

II. Content

- ***InTASC Standard #4:*** Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- ***InTASC Standard #5:*** Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

III. Instructional Practice

- ***InTASC Standard #6:*** Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- ***InTASC Standard #7:*** Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- ***InTASC Standard #8:*** Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

IV. Professional Responsibility

- ***InTASC Standard #9:*** Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- ***InTASC Standard #10:*** Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

V. Educational Technology

- **NETS•T #1:** Facilitate and Inspire Student Learning. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.
- **NETS•T #2:** Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills and attitudes identified in the NETS•S.
- **NETS•T #3:** Model Digital Age Work and Learning. Teachers exhibit knowledge, skills and work processes representative of an innovative professional in a global and digital society.
- **NETS•T #4:** Promote and Model Digital Citizenship and Responsibility. Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.
- **NETS•T #5:** Engage in Professional Growth and Leadership. Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

NAEYC Professional Preparation Standards

NAEYC Standard 1: Promoting Child Development and Learning

Students 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.

Key elements of Standard 1:

- 1a: Knowing and understanding young children’s characteristics and needs
- 1b: Knowing and understanding the multiple influences on development and learning
- 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments

NAEYC Standard 2. Building Family and Community Relationships

Students 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.

Key elements of Standard 2:

- 2a: Knowing about and understanding diverse family and community characteristics
- 2b: Supporting and engaging families and communities through respectful, reciprocal relationships
- 2c: Involving families and communities in their children’s development and learning

NAEYC Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families

Students prepared in early childhood degree programs understand that child 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.

Key elements of Standard 3

3a: Understanding the goals, benefits, and uses of assessment

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

3c: Understanding and practicing responsible assessment to promote positive outcomes for each child

3d: Knowing about assessment partnerships with families and with professional colleagues

NAEYC Standard 4. Using Developmentally Effective Approaches to Connect with Children and Families

Students 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 the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Students 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. Key elements of Standard 4

4a: Understanding positive relationships and supportive interactions as the foundation of their work with children

4b: Knowing and understanding effective strategies and tools for early education

4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches

4d: Reflecting on their own practice to promote positive outcomes for each child

NAEYC Standard 5. Using Content Knowledge to Build Meaningful Curriculum

Students 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. Students 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. Students 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.

Key elements of Standard 5

5a: Understanding content knowledge and resources in academic disciplines

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

5c: Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child.

NAEYC Standard 6. Becoming a Professional

Students 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.

Key elements of Standard 6

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

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

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

6d: Integrating knowledgeable, reflective, and critical perspectives on early education

6e: Engaging in informed advocacy for children and the profession

UA TPP Professional Expectations for Teacher Candidates

Teacher candidates are expected to:

- maintain or exceed the minimum grade point average in their respective programs
- earn the minimum required letter grades in program courses
- follow the academic program of study as prescribed by the program advisor
- abide by state, university, and school district professional, behavioral, and academic standards
- abide by FERPA requirements regarding student data and privacy
- abide by Arizona statutes regarding Mandatory Reporting
- communicate professionally and respectfully, orally and in writing (including all forms of social media), with and about peers, colleagues, instructors, K-12 students, teachers, administrators, families, and community members
- refrain from posting or sharing any minor's images, videos, identifying information, or student work on social media without the written permission of the parent/guardian
- have a professional appearance when on a school campus or at school-related events
- attend all required course and field-related events
- in case of emergency or absence, provide timely notification to appropriate personnel
- arrive on time and remain for the duration of scheduled classes and field experiences
- be fully prepared for scheduled classes and field experiences
- look beyond self and respect differences of race, ethnicity, language, social class, national allegiance, cultural heritage, disability or perceived disability, gender, and sexual orientation
- acknowledge and respond (if appropriate) to others' differing perspectives in a professional and respectful manner
- accept and act upon reasonable criticism and feedback
- question and test their assumptions about teaching and learning
- separate personal and professional issues
- exhibit knowledge through inquiry, critical analysis, and synthesis of the subject
- inform appropriate University and school personnel in a timely manner regarding the existence of professional or personal issues which may impact the ability to continue or be successful in the program and/or field experiences
- be proactive in solving issues early through open communication with pertinent personnel
- review and utilize relevant materials and resources provided, including those available via our website and handbook
- never invite or meet with a student outside of school events
- do not text, message, email, call, or use social media with students about any topic that is not directly school-related
 - check UA email and phone messages daily, and respond appropriately within one business day to messages regarding program or field experience
 - maintain or exceed the minimum grade point average in their respective programs
 - CoE - Early Childhood Education Teacher Preparation
 - 3.0 G.P.A. education major, 3.0 G.P.A. in overall coursework

TLS – 493 - Student Teaching Policies - ECE

1. Teacher Candidates are required to report to their school site every day no later than the report time required for all teachers. You are to remain at the school site until the end of the contract day for teachers, unless you have to leave earlier to be on time for an evening UA class. You are encouraged to stay as long as your mentor teacher when your schedule allows to maximize your learning.
 2. If Teacher Candidates will be absent from student teaching due to illness, religious holiday or other reason approved by the Dean of Students, you must notify your Supervising Practitioner and your Program Supervisor as far in advance as possible. You should have emergency lesson plans available for any and all lessons you were to teach during the time of your absence.
 3. Teacher Candidates are expected to attend IEP/504 meetings for their students, faculty meetings or other where attendance by the faculty are required.
 4. Teacher Candidates student teaching days will include days spent on campus working as a teacher. For example, working a full day during a grading day with students not on campus counts as a student teaching day. Sitting in with parent teacher conferences also counts. District holidays do not count.
 5. Teacher candidates will follow the calendar of the school district where they are student teaching. That is, they will observe the breaks and holidays of the school district of the school where they are student teaching, not the UA holidays/breaks. In the fall semester, teacher candidates will report when teachers report after summer break. In the spring semester, teacher candidates will report when teachers report back after winter break.
 6. Teacher Candidates will be observed by their Program Supervisor a minimum of five times during the semester. Teacher Candidates are required to submit written lesson plans to supervisors at least 24 hours prior to the scheduled observation. Teacher Candidates should contact their supervisor at the earliest possible time to reschedule if there is a sudden change in schedule or planned instruction that will interfere with the observation.
 7. Teacher candidates are expected to openly communicate with their Supervising Practitioner and Program Supervisor regarding their performance in student teaching. Teacher Candidates are to be reflective regarding their own teaching and participate actively in the dialog with mentors and supervisors. Teacher candidates are expected to act on feedback provided.
 8. Satisfactory completion of student teaching (P) requires the following:
 - a) A satisfactory performance on the FINAL student teaching evaluation instrument. Satisfactory performance is defined as a student achieving proficient (3) and/or accomplished (4) scores for the majority of the criteria in each domain. Satisfactory completion may include an emergent score (2) on a criterion or criteria as long as the majority* of individual scores in any one of the domains are at a level 3 or above. These domains are:
 - For students using the K-3 instrument, there are four: Learning Environment, Planning & Preparation, Instruction & Assessment and Professionalism & Growth.
 - For students using the Birth – Pre-K instrument there are six: Content, The Learner and Learning, Instructional Practice, Positive Learning Environment, Family and Communities, and Professionalism.
- Unsatisfactory completion of student teaching (F) is defined as any one of the following criteria:
- a) An earned rubric score of “not evident” (1) in any criteria on the FINAL student teaching evaluation instrument, OR
 - b) A majority* of earned “emergent” scores (2) in any one domain on the FINAL student teaching evaluation instrument.

Adherence to Standards

Successful completion of the teacher preparation program is dependent upon a student's ability to meet the academic and behavior standards. If a student's performance raises concerns about their ability to successfully complete the program, university or field-based professional educators in the program may initiate a *Performance Concern Form*. Depending on the seriousness of the issue, the student may be placed on a *Professional Growth Plan*, which identifies the steps for remediation, provides support, and establishes expectations that must be met. Possible consequences for not meeting the expectations in the *Professional Growth Plan* include removal from a course or clinical placement, a failing grade in a course, withdrawal from the teacher preparation program with the right to petition for readmission, or dismissal from the teacher preparation program. It is important to note that alleged violations of the ABOR Student Code of Conduct or the Code of Academic Integrity may lead to immediate removal from a course or field placement pending review. Alleged violations of the ABOR Student Code of Conduct will also be referred to the UA Dean of Students Office.

Persons with disabilities, who, with or without reasonable accommodations, are able to complete the essential requirements of the program, will not be discriminated against because of their disabilities. Information concerning the accommodation policy can be obtained in the University of Arizona Disability Resources Center. More information regarding disability accommodations can be found on page 23 of this guidebook.

CREATE

Communities as Resources in Early Childhood Teacher Education

Co-Teaching



THE UNIVERSITY OF ARIZONA

College of Education

Co-Teaching

Although co-teaching is not a new phenomenon in education, its application in student teaching is relatively new. It is the chosen model for the CREATE Program because of its potential to positively impact student achievement while ensuring that teacher candidates have a fully supported, authentic and professional student teaching experience. The model embraced in this program was developed by St. Cloud University (SCSU) with support from a United States Department of Education Teacher Quality Enhancement Partnership Grant.

Co-teaching is defined as two teachers—cooperating teacher and teacher candidate--working together with groups of students and sharing the planning, organization, delivery, and assessment of instruction as well as the physical space. In the co-teaching model, both teachers are actively involved and engaged in all aspects of instruction.

Why co-teach during student teaching? Co teaching:

- Increases instructional options for all students
- Addresses diversity and size of today's classrooms
- Increases instructional options for all students
- Enhances classroom management
- Provides mentoring and guidance throughout the experience
- Creates an opportunity to plan, teach and evaluate as a team
- Helps develop knowledge, skills and dispositions for teaching
- Improves academic performance of students in the classroom

Co-teaching is not:

- A less rigorous student teaching experience or easier for teacher candidates
- One person teaching while another person prepares instructional materials or sits and watches
- One person teaching one subject or period followed by another who teaches a different subject or period
- When one person's ideas prevail

During co-teaching, the cooperating teacher and teacher candidate work collaboratively--each taking the lead in planning and instruction as appropriate. All lessons planned by the teacher candidate are reviewed by the mentor teacher in advance of the instructional time so that revisions—if needed—can be made.

The goal of co-teaching is to provide the teacher candidates the scaffolded and supported experience teaching so that they will be competent and confident in their first years of teaching.

Co-Teaching is an attitude....an attitude of sharing the classroom and students Co-Teachers must always be thinking.... We're both teaching!

Co-Teaching Strategies

Co-teaching involves a specific set of approaches to teaching for the mentor teacher and the teacher candidate. These include (Cook & Friend (1995):

- **One Teach, One Observe:** One teacher has primary instructional responsibility while the other gathers specific observational information on students the (instructing) teacher. The key to this strategy is to have a focus for the observation.
 - *The mentor teacher will be doing the primary instruction when it is important for the teacher candidate to learn new strategies or focus on a particular set of skills that need to be mastered. When the teacher candidate is doing the primary instruction, the mentor teacher is assessing the instruction in order to improve the teacher candidate's knowledge and skills.*
- **One Teach, One Assist:** One teacher has primary instructional responsibility while the other teacher assists students with their work, monitors behaviors, or corrects assignments.
 - *This collaborative approach provides opportunities for the mentor teacher or teacher candidate to provide additional support to students.*
- **Station or Center Teaching:** The co-teaching team plans and implement lessons in which pair divide the instructional content into parts and the students into groups. Groups spend a designated amount of time at each station or center.
 - *Initially, the mentor teacher may have the teacher candidate observe how to arrange and provide support for the student's groups leading to having the teacher candidate provide the lead instructional support. Then, both the mentor teacher and the teacher candidate may provide the instructional support to the student groups.*
- **Parallel Teaching:** After planning collaboratively, each teacher instructs half of the students. The two teachers are addressing the same instructional material and present the lesson using the same teaching strategy. The greatest benefit is the reduction of student to teacher ratio.
- **Supplemental Teaching:** This strategy allows one teacher to work with students at their expected grade level, while the co-teacher works with those students who need the information and/or materials extended or remediated.
 - *Teacher candidates and mentor teachers work together to provide for this instruction.*
- **Alternative/Differentiated Teaching:** Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students; however, the instructional methodology is different.
 - *Similar to parallel teaching, alternative/differentiated teaching allows for the mentor teacher and teacher candidate to adjust instruction to meet students' academic needs.*
- **Team Teaching:** Using a team-teaching strategy, both student and mentor teachers are actively involved in the lesson. Well planned, team-taught lessons exhibit an invisible flow of instruction with no prescribed division of authority.
 - *From a student's perspective, there is no clearly defined "student teacher" or "mentor teacher," as both share the instruction, are free to interject information, and assist students and answer questions.*

Co-Teaching Lesson Planning Sheet

Date/Time of planning session _____

Date(s) of lesson _____

Goal(s) for this planning session:

Strategy/ies to be used: Observe Assist Station Parallel Supplemental Alternative/Differentiated Team

Teacher #1: _____ Teacher #2 _____

Standard(s) for lesson:

Roles/Responsibilities:

Space (classroom set-up) considerations:

Materials necessary and who will be responsible:

Tips to remember:

- bring ideas for modifications and accommodations
- bring ideas for enrichment activities
- when planning together work on what you'll be co-teaching
- focus on communication; planning/teaming takes time
- divvy up the work
- don't use co-planning time to plan what you're doing on your own for the lesson
- outline questions to be used for parallel, station, etc.
- discuss a variety of assessment strategies
- have an attitude that we're both teaching!

CREATE

Communities as Resources in Early Childhood Teacher Education

Teacher Candidate Information



THE UNIVERSITY OF ARIZONA

College of Education

Application Process and Eligibility for Student Teaching

The application process for student teaching begins the semester before student teaching. Students are informed by LISTSERV, announcements, and flyers of upcoming important dates relating to the application process. All students must apply to student teach.

The first step in the application process involves students attending an “Application Meeting”. The Early Childhood Application meetings are held in the first year during a University course on campus and in the second year during a University course off campus. The meetings are held during class time to accommodate students’ busy schedules and also to allow time to answer questions in small group environment. Application meetings are held in September for spring semester student teaching. Students will receive an e-form at the meeting and have the opportunity to ask questions.

The second step in the process is for the students to complete the electronic application.

Most often, and ideally, teacher candidates are placed with the mentor teachers with whom they have had a practicum experience the previous semester. Except during years when national/local pandemics limit access to mentors and students, mentor teachers and teacher candidates have input in determining these year-long field experience matches. At times, this placement may change. When that happens, the Site Coordinator works with the Director of Field Experiences to find a suitable alternative placement.

Eligibility is essential.

Each teacher candidate must have:

- a valid Arizona Department of Fingerprint Clearance Fingerprint IVP card,
- a 3.0 GPA in overall coursework and a 3.0 GPA in the education major,
- an eligibility meeting with his/her academic advisor the semester prior to student teaching.
- Completed all required student teaching meetings. Seniors have three meetings (student teacher application meeting, student teacher placement meeting, and student teaching business meeting). The first two are held during professional learning time (PLT) and attendance is required. The third meeting is held outside of school hours close to the start of student teaching. That date and time is well advertised months in advance of the event. Juniors have two meetings (student teacher application and student teacher placement). Those meetings are held during professional learning time (PLT) and attendance is required.

Policy Regarding Placements

It is a College of Education policy that student teachers are not placed in schools where their child or relatives attend or work. Individual student requests will be considered.

The Director of Field Experiences, along with the CREATE program faculty, work with the school district administrators and preschool directors to identify potential mentors for student teaching placements for each year of the program. Program faculty work to ensure that mentor teachers selected for the program have enthusiasm and interest in CREATE.

Disability Accommodations

Students with disabilities who, with or without reasonable accommodation, can complete the essential requirements of the program will not be discriminated against because of their disabilities. Teaching faculty members will work with the Disability Resource Center (DRC) to make accommodations for students. Students who need accommodations should call the DRC at 621-3268 or email: uadrc@email.arizona.edu and send their site coordinator official notification of student accommodations needs as soon as possible.

Nondiscrimination and Anti-Harassment Policy

The College of Education joins in the University of Arizona's commitment to an environment free of discrimination, harassment and retaliation based upon race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity or other protected characteristics. If you have questions or concerns about possible discrimination or harassment, including in a field experience or any University-sponsored activity, please contact the University Office of Institutional Equity at 520-621-9449.



THE UNIVERSITY OF ARIZONA

College of Education

Placement Guidelines

1. Student teachers will receive a potential placement information from their Site Coordinator to include:
 - A. Potential Placement Information
 1. Mentor teacher
 2. Grade level/ or preschool age classroom
 3. School name
 4. School phone number
 - B. Copy of Placement Guidelines for Student Teachers
 - C. Student teaching agreement form
 - D. Important information
2. School district administrators, principals, or preschool directors approve potential mentor teachers.
3. Once the student teacher, mentor teacher, and site coordinator agree to the placement the principal or director must also agree.
4. The “Student Teaching Agreement” form is signed by the mentor teacher, principal or director, and student teacher. Signed agreement forms must be returned to the Director of Field Experiences.
5. Student teachers are responsible for returning agreement forms.
6. Student teaching placements are not confirmed until signed agreement forms are returned to the Director of Field Experiences.
7. Districts and preschools may have additional paperwork and training requirements needed prior to placement. The Office of Field Experiences and Site Coordinators will work with students to ensure that all necessary prerequisites are completed according to district and school and Arizona Health Department guidelines.

Early Childhood Student Teaching Agreement Form

Spring 2023

Dates/Times

Student teaching in the Early Childhood program is a full-time teaching experience at one school site with an assigned Supervising Practitioner where Teacher Candidates student teach four days a week and take classes one full day a week. (Juniors take classes 1 ½ days a week, with the ½ day an evening). Teacher candidates phase into team teaching and are responsible for lead teaching for 20 days over the course of the semester.

Criteria for Supervising Practitioners

Per State Board Rule R7-2-604 (17), Supervising Practitioner means a standard certified educator, currently employed by a local education agency, private agency or other PreK-12 setting who supervises the candidate during a capstone experience. Supervising Practitioners must have:

- a. **A minimum of three full years of experience relevant to the license the candidate is seeking**
- b. **A current classification of highly effective or effective pursuant to § 15-203(A)(38)** when applicable**
- c. Adequate training from the professional preparation institution*

*Supervising Practitioner training occurs during Professional Learning Opportunities during the school year. This schedule will be sent to you at the start of the semester.

Clinical Experiences

Per the Field Placement Agreement between the University of Arizona and partner School Districts, a "session of student practice" as used herein is considered to be all *or part of* the following:

- a. Observations in classrooms and field practice settings ranging from several hours to several weeks within a given semester
- b. Assisting an experienced practitioner with routine classroom or field work, or other work that is routine professional practice
- c. Instructing one or more students or interacting with one or more clients in the field setting
- d. Assuming responsibility for planning and implementing instruction for a large group (including an entire classroom) of students
- e. Assuming responsibility for counseling clients
- f. Conducting client assessments and developing appropriate intervention strategies
- g. Assisting with enrichment activities including, but not limited to, community engagements, field trips, exhibits, and fairs

Professional Standards

University students must adhere to state, university and school district professional standards while on the school campus or at a school-related event. State and university standards have been provided to the Teacher Candidate. Schools must provide the Teacher Candidate with a copy of the district's Code of Conduct for Faculty and Staff.

Supervising Practitioner Compensation

Supervising Practitioners will receive \$500 from The University of Arizona for their semester of student teacher mentorship. If Supervising Practitioners share a Teacher Candidate, the compensation will be apportioned accordingly. If the Supervising Practitioner has a Teacher Candidate who also student teaches internationally, the honorarium is half, or \$250.

Contact Information: If you agree to accept the placement, please complete the following form and return it to Maggie Shafer. Maggie can be reached at margaretshafer@email.arizona.edu or 520-621-5908.

To be completed by the TEACHER CANDIDATE:

Name: _____

B-PreK Age(s) or Grade: _____

School name: _____

I understand that failure to abide by the professional standards of the State of Arizona, the University of Arizona, and the school district (as explained in the *UA Teacher Preparation Program Professional Standards*) may result in a failing grade in TLS 493d and dismissal from the UA Early Childhood Teacher Preparation program.

I also accept responsibility for all information/procedures in the 2019-2020 Student Teacher Guidebook.

Signature: _____ Date: _____

To be completed by the PRINCIPAL:

Name: _____

Preferred Email: _____

Preferred Phone: _____

I approve of the student teaching placement between the above named individuals. Teacher Candidates have received FERPA training through the UA Elem Teacher Prep Program and should be given access to student information required for the execution of student teaching in accordance with school and district policy and our UA executed agreement. I confirm that the Supervising Practitioner meets qualifications a and b of State Board Rule R7-2-604 (17) stated on the previous page and/or an initial was made in the box above. We will provide the Teacher Candidate with a copy of the district's Code of Conduct for Faculty and Staff.

Signature: _____ Date: _____

To be completed by the SUPERVISING PRACTITIONER:

Name: _____

Home Address: _____

Preferred Email: _____

Preferred Phone: _____

I accept this full time placement. I acknowledge that am currently certified by the state of Arizona, have 3 years teaching experience and have received a satisfactory or above on my last teacher evaluation (ADE requirements).

Note: If you are a Pre-K teacher and are not certified, please sign anyway and initial below. Your student will student teach next semester with a certified supervising practitioner, so this is ALLOWED by ADE.

Signature: _____ Date: _____ Not currently certified _____ (initial)

Student Teaching Policies – Early Childhood

1. Every day that Teacher Candidates are required to report to their school site, they are to report no later than the report time required for all teachers. Teacher candidates are to remain at the school site until the end of the contract day for teachers. You are encouraged to stay as long as your mentor teacher when your schedule allows to maximize your learning.
2. If Teacher Candidates will be absent from student teaching due to illness, religious holiday or other reason approved by the Dean of Students, you must notify your Supervising Practitioner and your Program Supervisor as far in advance as possible. You should have emergency lesson plans available for any and all lessons you were to teach during the time of your absence.
3. Teacher Candidates are expected to attend IEP/504 meetings for their students, faculty meetings or other where attendance by the faculty are required.
4. Teacher Candidates student teaching days will include days spent on campus working as a teacher. For example, working a full day during a grading day with students not on campus counts as a student teaching day. Sitting in with parent teacher conferences also counts. District holidays do not count.
5. Teacher Candidates will follow the calendar provided to them by their UA Site Coordinator. This calendar will take into account the breaks and holidays of both the school district and that of the U of A. Teacher Candidates are responsible for checking their UA email for any calendar updates. In the spring semester, teacher candidates will report when teachers report back after winter break. In the fall semester, teacher Candidates are encouraged to volunteer in their mentor teachers' classrooms so that they can learn how the start of the year is established in the classroom.
6. Teacher Candidates will be observed by their Program Supervisor a minimum of five times during the semester. Teacher Candidates are required to submit written lesson plans to supervisors at least 24 hours prior to the scheduled observation. Teacher Candidates should contact their supervisor at the earliest possible time to reschedule if there is a sudden change in schedule or planned instruction that will interfere with the observation.
7. Teacher candidates are expected to openly communicate with their Supervising Practitioner and Program Supervisor regarding their performance in student teaching. Teacher Candidates are to be reflective regarding their own teaching and participate actively in the dialog with mentors and supervisors. Teacher candidates are expected to act on feedback provided.
8. Satisfactory completion of student teaching (P) requires the following criteria:
 - a) A satisfactory performance on the FINAL student teaching evaluation instrument
Satisfactory performance is defined as a rubric score of “3” or above for the majority of the criteria in each of the domains on the evaluation instrument. Satisfactory completion may include emergent scores of “2” provided the majority of individual scores in any one of the four domains are at a level “3” or above. These domains are:
For students using the K-3 instrument, there are four: Learning Environment, Planning & Preparation, Instruction & Assessment and Professionalism.
For students using the Birth – Pre-K instrument there are six: Content, The Learner and Learning, Instructional Practice, Positive Learning Environment, Family and Communities, and Professionalism.

Unsatisfactory completion of student teaching (F) is defined as any **one** of the following criteria:

- c) An earned rubric score of “not evident” (1) in any criteria on the FINAL student teaching evaluation instrument, OR
- d) A majority of earned “emergent” scores (2) in any one domain of the following four domains: Learning Environment, Planning and Preparation, Instruction & Assessment & Professionalism on the FINAL student teaching evaluation instrument for K-3 teacher candidates OR a majority or earned “emergent scores (2) in any one domain of the following six domains: Content,

Calendar Information

Student Teacher Semester Requirements

CREATE student teachers are required to follow the CREATE semester calendar and have full or fully implemented co-teaching responsibility for a minimum of twenty (20) days when they are student teaching in an elementary classroom and twenty (20) full class sessions, whatever that may look like, in the preschool setting. Individual co-teaching plans will be approved by the University supervisor.

Substitute Teaching

Teacher candidates may not be used as substitute teachers by districts/schools/preschools during the time in which they are student teaching. Special exceptions may be approved by the Director of Field Experiences.

Semester Calendar Guidelines

Teacher candidates are required to report to their school when their supervising practitioner reports to the school after summer and winter break for their student teaching semester. Please remember that this date is usually earlier than the official first day of class for University of Arizona students. School district calendars vary, and it is the teacher candidate's responsibility to make sure they have a copy of the district and preschool calendar. The ending date of each Early Childhood student teaching placement may vary according to the CREATE semester calendar.

Teacher candidates who are assigned to schools on year-round or modified school calendars must develop an individual plan with their cooperating teacher and university supervisor to make sure they will complete the required student teaching days. Teacher Candidates holiday breaks will be determined with their UArizona and School District calendars in mind and will be communicated to students prior to the start of the student teaching semester.

Schedule

UArizona classes are held weekly, and your schedule will be communicated through the site coordinator. Teacher Candidates are required to regularly check UArizona email for program updates. Any students missing UArizona classes must get approval from their professor. When students are not taking UArizona classes, they are student teaching.

Spring 2023

IMPORTANT EVENTS	DATES
All student teachers report to their assigned student teaching classrooms when their teachers report after winter break.	This date depends on your school's return date after winter break. The date varies in January 2023.
Student teaching business meeting	Date, time, and location TBD
Student teachers begin their UArizona classes and report to Emily's Place or Ochoa Elementary School	TBD
Career Fair (Optional and highly recommended for seniors)	February TBD If you attend the Career Fair, you are excused from student teaching at lunch time to attend this event.
Last Day to Student Teach	April __ or May __, 2023 (Depending on your school schedule – you must complete 60 days of student teaching; this you will coordinate with your University Supervisor)

Required Daily Hours

Full Days

Early Childhood Program students student teach for 60 days in the spring semester. Student teaching will be full days except when U of A classes are held at their respective sites. Student teaching days begin and end with their supervising practitioners' schedule. This includes staff meetings, school activities and family and community events. Any adjustments to this must be approved by the University supervisor and mentor teacher.

Any students missing student teaching days must get approval by the Director of Field Experiences. Missed days will be made up at the end of the semester.

Early Childhood Program Statement on Attendance

In teacher preparation courses at the College of Education, we focus on your learning. To lay a strong foundation for your development as a professional in four semesters is a challenge. Time in academic courses and time in classrooms is at a premium, and we strive to engage you fully in both. Our courses integrate knowledge and practice and are performance-based. We model practices for you to learn and ask you to demonstrate your understanding of the content. In the Early Childhood and Elementary Programs, attendance equals participation.

Being dependable, responsible, and punctual are also signs of the professional behavior we expect you to demonstrate while at the College of Education and throughout your professional career. The children whom we teach as well as their families and the community expect this of us when we are in schools, and so the faculty in the College of Education expect this of you during the semesters you are in the program. We have high expectations of you, possibly higher than you have experienced before the program.

At the same time, we know that unexpected events occur, for example a car accident or an unexpected illness that results in an emergency room visit. We also believe that if you are ill, you should not be in class or in your fieldwork exposing others. When you miss class:

- When it is an emergency, notify your instructor or mentor teacher as well as cohort colleagues within 24 hours. Always cc your site coordinator when communicating about absences with instructors or mentors.
- When it is not an emergency, for example you suffer from food poisoning or a migraine, you must notify your instructor or mentor and site coordinator as well as cohort colleagues immediately. This is especially important with mentor teachers. Always cc your site coordinator when communicating about absences with instructors or mentors.

Example of email and or text to mentor teacher and University Supervisor (if student teaching) and instructor (if in practicum).

Dear _____,

I regret to inform you that due to a fever that developed late this afternoon, I will be unable to appear in your classroom tomorrow morning as planned. I have left the materials I have prepared for the lesson I was to teach in the red bin under the windows. Attached to this email, please find a copy of my lesson plan. I do hope to attend fieldwork on _____ and will confirm this by email a day prior to my expected return. I apologize for any inconvenience my absence may cause you and the students.

Sincerely,

Note: If an emergency occurs and you cannot attend fieldwork the same day, a direct text, or phone call to the teacher is preferred over an email as the teacher may not see an email the same day. If necessary, call the school and ask the office personnel to deliver the message to the teacher.

Absences

Student teachers are required to notify their supervising practitioner, their University supervisor, and their site coordinator as early as possible if they are going to be absent or tardy. Excessive absences and tardies may be cause for removal of a student teacher from their student teaching assignment. University supervisors or Site Coordinators may ask for written medical verification and, in some circumstances, missed days will be added at the end of the year to make up days.

Teacher Candidate Responsibilities

1. Attend Student Teacher/Mentor Teacher Orientation Meeting, which is scheduled at the beginning of the student teaching semester.
2. Attend the CREATE Professional Learning Opportunities scheduled throughout the semester.
3. Follow the plan listed on the Responsibility Schedule.
4. Follow the policies listed in this document.
5. Follow all requirements listed on the “Midterm” and “Final” assessment. This includes submitting your input on both assessments in advance of your midterm and final conference to you University Supervisor.
6. Be responsible for reading the current Early Childhood Program Guidebook, which can be found online at the following website:
<https://coe.arizona.edu/sites/default/files/Early%20%20Childhod%20Program%20Guidebook%202021-22.pdf>
7. Student teachers are required to provide documentation on a time card. Attendance on timecards need to be completed daily and initialed weekly by the mentor teacher. Other documentation includes observations, and the pass or fail grade. Timecards are to be signed and completed at the time of the final conference and given to the University Program Supervisor. Attendance will be verified by the Supervising Practitioner each day and the University Program Supervisor will initial the timecard during each visit. Maintain communication with University Program Supervisor, Mentor Teacher, Site Coordinator, Director of Field Experiences, and faculty.

CREATE

Communities as Resources in Early Childhood
Teacher Education

Supervising Practitioner/
Mentor Teacher
Information



THE UNIVERSITY OF ARIZONA
College of Education

Mentor Teacher Information

Selection Process

The process of selecting mentor teachers involves collaboration between site coordinators, the Office of Field Experiences, school district administrators, preschool directors, principals, and practitioners in the field.

The following process is utilized to identify and seek approval to have a practitioner serve as a mentor teacher. Using a geographic boundary of less than a 30 minute drive from the teacher candidate's host coursework site, we make inquiries of early childhood practitioners in the area about their interest in participating in the CREATE Program as a mentor with our CREATE teacher candidates. Discussions are held with possible administrators and mentor teachers at their sites about the qualifications listed below. Interested parties must have administrative approval to participate.

A historic process of identifying mentor teachers is still in place as a reserve list of mentor teacher possibilities. A school district list of available and qualified teachers is submitted at least once a year to the Director of Field Experiences by area school districts and preschools. These lists include mentor teachers who have been approved by their principals, preschool directors, and school districts. In some districts, mentor teachers must be included on these lists to participate as mentor teachers during the student teaching phase of the program. The Director of Field Experiences will work with school administrators to ensure that this occurs when required. The lists are updated throughout the school year to assure teachers are available and their grade levels or content areas are unchanged. The number of student teachers each semester will determine the number of mentor teachers used. Therefore, not all classroom teachers who are on a district list may be used as mentor teachers.

Qualifications for Mentor Teachers

1. In accordance with the Arizona Department of Education (ADE) all mentor teachers (supervisory practitioners) must have/be:
 - Currently employed by a local education agency, private agency, or other pre-k setting;
 - A minimum of three years' experience relevant to the certificate the teacher candidate is seeking;
 - A current classification of highly effective or effective on teacher evaluation when applicable [AZ State Statute:15-203(A)(38)];
 - Adequate training from the professional preparation institution. (ADE refers to all teacher preparation programs as PPIs. Here, the PPI is the U of A.)

Furthermore, all mentor teachers must be:

- Approved to be mentor teachers by their school districts and principals or directors;
 - Interested in mentoring student teachers as part of their commitment to the profession;
 - Capable of working as effective team members with the teacher candidates, university supervisors, site coordinators, the College of Education and the school administration, for the benefit of student teachers;
 - In agreement with the four principles of CREATE and University of Arizona Teacher Preparation Professional Program Standards
-
- Willing to work with selected teacher candidate 60 hours in the Fall semester, and a minimum of 60 days 60 days in the Spring semester; (for both Year 1 and Year 2 candidates)

- Willing and able to integrate into teacher candidate classroom curriculum materials, such as the cultural story boxes (birth-preschool/year one) or family story backpacks (elementary/year two) thus enabling the teacher candidate the opportunity to directly apply concepts and skills taught in University courses in the clinical setting;
- Willing and able to support the home engagement activity requirements of the teacher candidates by assisting in identifying case study families and supporting communication with agreeing families;
- Committed to working with student teachers in co-planning and evaluation;
- Willing to continuously evaluate their own effectiveness as teachers and strive for self-improvement;
- Able to communicate their knowledge of teaching and learning to others;
- Willing and able to demonstrate a positive and enthusiastic attitude toward teaching and working with student teachers

Supervising Practitioner/Mentor Teacher Responsibilities

While many of the teacher candidates have worked with their mentor teachers prior to student teaching, it is important that all mentor teachers provide the following for students during student teaching:

- **Building Relationships:** A critical component of teaching is having solid, appropriate relationships with the children, families, colleagues, staff, and community. Mentor teachers:
 - Assist the teacher candidate in building relationships with the school, staff, teachers, children, families and community;
 - Include teacher candidates in school and community events that will support the teacher candidates' sense of belonging and will build their knowledge of the children's lives;
 - Create an inclusive environment for the teacher candidate with teachers, staff, families, community and children;
 - Provide a space for the teacher candidate to place belongings, resources and instructional materials;
 - Develop a way to communicate with the teacher candidate by exchanging contact information, such as phone numbers and email addresses, and identifying the best way to be reached in case of emergencies.
- **Developing Knowledge of the School:** Teacher candidates need to know both the written and unwritten rules that are a part of the school culture and community. Mentor teachers:
 - **Review all school and classroom policies, regulations and practices, for example: emergency procedures,** and the Arizona Mandatory Reporting procedure for suspected child abuse and neglect (ARS13-3620) and which school contact should be notified if a report is made;
 - Review all documents that teachers use, such as faculty handbooks, student handbooks and parent-family handbooks;
 - Inform the teacher candidate of all state, district and school standards and policies that impact planning;
 - Promotes the teacher candidate's professional and personal growth by modeling appropriate behavior and discussing ways in which the teacher candidate can grow professionally.
- **Sustaining a Learning Environment for All Children:** Teacher candidates contribute positively to student learning and achievement. Mentor teachers:
 - Support the teacher candidate's growth by providing guidance in developing engaging, developmentally appropriate lesson plans that are based on appropriate standards which are assessed in a variety of ways.,
 - Provide the teacher candidate with the goals and objectives for the group of students for the year as well as for the time the teacher candidate is present,
 - Use the Co-Teaching Model to ensure children and teacher candidate progress.
- **Supporting the CREATE Program:** CREATE works to build a strong bridge between theory and practice for teacher candidates. Mentor teachers:

- Support the teacher candidate’s development by planning for and providing the time for course related assignments and experiences and identify potential families with whom teacher candidates may work with on specific program assignments,
- Attend all University related professional development workshops on mentoring,
- Use the Co-Teaching Model by working collaboratively with the teacher candidate – each taking the lead in planning and instruction as appropriate,
- Afford opportunities for the teacher candidate to visit and work with other groups of children or classroom to expand the teacher’s understanding of the ways children’s development influences planning.

Feedback/Assessment

Support and feedback from university supervisors and mentor teachers are essential for the teacher candidates’ professional growth. Teacher candidates experience success when mentor teachers, University supervisors, and the teacher candidates communicate often and information or coaching is provided in an on-going, thought-provoking way.

Informal assessment can be provided through:

- Conferences
 - Mentor teachers are highly encouraged to meet with teacher candidates weekly. Weekly conferences have many uses including: planning, discussions of the teacher candidate’s growth, interactions with students, planning specific co-teaching strategies, and reviewing student performance in relation to instruction.
 - In addition, mentor teachers and teacher candidates should find time each day to adjust plans; coordinate instruction, identify and resolve issues, and provide feedback regarding instruction that day.
 - Mentor teachers will join the supervisor and the teacher candidate for three formal assessment meetings:
 - at the beginning of the semester to plan and review expectations;
 - at the middle of the semester to assess the teacher candidates’ progress using the provided mid-term evaluation form; and
 - at the end of the semester to complete the final evaluation form.
 For both the midterm and the final conference, the university supervisor will seek input from the mentor teacher on the teacher candidate’s performance on each of the standards on the student evaluation instrument. In preparation for the conference, the mentor teacher will be asked to complete the evaluation from his/her perspective, replete with comments, and be prepared to share his/her ratings and narrative comments at the midterm and final conferences.
- Recording
 - Video and audio recording may be required by faculty who teach courses and may be used by teacher candidates to discuss their development. Teacher candidates may choose to video record their teaching for the purpose of self-examination/reflection. This is an encouraged practice. Teacher candidates will work with mentor teachers to make sure that any recording follows the guidelines and regulations developed by the school setting. School and district guidelines for consent for recording students will be strictly followed by all teacher candidates.

Compensation for Supervising Practitioners Mentor Teachers

The stipend for mentoring a University of Arizona teacher candidate is five hundred dollars (\$500.00) each student teaching semester (spring). All mentor teachers are required to fill out a compensation card at the beginning of each semester. If two mentor teachers share responsibility for a student teacher, the compensation will be divided equally, and each cooperating teacher is required to complete a compensation card. Incomplete cards will delay the payment process.

Stipend requests are processed through the College of Education business office, sent to the Financial Services Office **and checks are issued approximately four to six (4 to 6) weeks after the completion of the University academic semester.**

Important Information Regarding Compensation

- Mentor teachers who were employed or terminated by the University of Arizona in the past twelve (12) calendar months must indicate that on the compensation card and are required to complete a Non-Competitive Extra Help online application and will receive a payroll check. Indication of the University department is required.
- Social Security numbers are **not** kept on file and must be provided each term.
- Compensation **cannot** be processed without a signature or if there is any incomplete or incorrect information.
- If you are not a citizen or national of the United States or a lawful permanent resident, you must present original, valid, unexpired employment documentation to the Office of Field Experiences.
- Cash stipends are taxable income and reported to the Internal Revenue Service.

Professional development credit

Mentor teachers earn professional development credit hours that may be used for AZ State recertification for all PLO attended hours in the school year, 30 hours for their mentorship of our students in the fall semesters, and for 30 hours for their mentorship during each student teaching semester (spring).

CREATE

Communities as Resources in Early Childhood Teacher Education

University Program Supervisor Information



THE UNIVERSITY OF ARIZONA

College of Education

University Supervisors

Qualifications

Supervisors are selected from the “Teaching, Learning and Sociocultural Studies” Department, full and part time College of Education faculty members, University of Arizona graduate students in the College of Education, experienced teachers, and administrators, and “Teacher in Residence” instructors who are master teachers from local school districts.

University supervisors work together with teacher candidates, mentor teachers, and site coordinators, to form a valuable support system to assure successful field experiences. In accordance with Arizona Department of Education’s guidelines, all University supervisors (program supervisors) must have:

- Professional work experiences that are relevant to the certification/license the candidate is seeking,
- Adequate training from the professional preparation institution (PPI).
(ADE refers to all teacher preparation programs as PPIs. Here, the PPI is the U of A.)

Overview of Requirements

Supervision of teacher candidates involves building a supportive, productive relationship with teacher candidates to ensure a smooth transition into the early childhood teaching profession. Throughout the semester, supervisors:

- Make weekly contacts, which are essential in order to assure two-way communication;
- Observe in classrooms six to eight times throughout the course of the semester, which is approximately every two weeks to assess the student teacher’s progress in all areas, which extend beyond instruction and classroom management;
- Hold seminars, as needed, to meet the needs of students throughout the semester;
- Coach student teachers through oral and written means;
- Assess student teachers using a variety of assessment tools: informal and formal observations, three-way midterm and final conferences with the mentor teacher and the teacher candidate, all standards and policies contained in this Guidelines document, and a time card which documents accountability.

Weekly Contacts

Supervisors will make weekly contacts with student teachers throughout the semester. This will give supervisors a chance to answer individual questions and establish ongoing, two-way communication. Weekly contacts may include University meetings, seminars, conferences, e-mail and phone or written communication. Students may be required to keep a journal. Feedback may be made directly in the journal with mutual consent.

Classroom Observations with Debriefing

Classroom observations are recommended every two to three weeks to evaluate the teacher candidate's progress over time in all areas. The expectation is that all teacher candidates will be formally observed with a full debriefing a minimum of 5 times per student teaching semester.

Coaching

Our supervision model is grounded in the belief that self-reflection fosters professional growth. Towards that end, supervisors will engage in active coaching, particularly during the reflective conference following observations.

Assessments

The supervision of teacher candidates is a supportive, informative, and caring process that is measured by expectations based on professional standards.

Teacher candidates are assessed in a variety of ways during their field experiences. The structured assessments, derived from the "University of Arizona Teacher Preparation Programs Professional Standards" and the National Association of Educators of Young Children (NAYEC) Standards, include:

- Informal and formal observations,
- A mid-term and final conference,
- Portfolio assessment,
- Cultural story boxes (Year 1 teacher candidates),
- Family story backpacks (Year 2 teacher candidates).

The teacher candidate's timecard will document field experience time and other accountability measures.

Teacher Candidate, Mentor Teacher & University Supervisor

Three Way Meetings:

Be proactive when scheduling these three meetings.

#1 Initial Meeting/Orientation

This is an orientation meeting which is scheduled with the mentor teacher and the student teacher by the University supervisor. At this meeting, student teaching expectations are reviewed, teaching responsibilities and timeline are reviewed, and the business of coursework is conducted. As an example, at this meeting, mentor teachers fill out paperwork for their financial compensation.

#2 Mid-Semester Evaluation Conference

This is the midterm evaluation meeting that is scheduled with the Supervising Practitioner and the Teacher Candidate by the University Program Supervisor sometime halfway through the semester. This is a three way conference; that is, input from the University Program Supervisor, Supervising Practitioner and the Teacher Candidate is included in the assessment.

#3 Final Conference

This is the end of the course evaluation meeting that is scheduled with the Supervising Practitioner and the Teacher Candidate by the University Program Supervisor during the last two weeks of the student teaching experience. This is a three way conference; that is, input from the University Program Supervisor, Supervising Practitioner and the Teacher Candidate is included in the assessment.

Initial Visit to the Classroom –Important Notes

This visit at the beginning of the semester is the first opportunity for the supervisor to visit the classroom and school. The supervisor will meet the office staff and if possible the principal or preschool director. The opportunity to see the classroom “with students” is ideal but not always possible. The student teacher or mentor teacher will introduce the supervisor to the classroom and students.

- It is important to find a place in the classroom (for example: tray, folder, and counter area) that can be used for written communication (and as storage for the notebook with the timecard, evaluation sheets and notes, so when supervisors are visiting the school and need to exchange written communication, they will not need to interrupt the instruction.
- This is a good time for the supervisor to be given a school handbook and/or parent handbook, which will include important practical information such as a map, school calendar, hours, and names of staff.
- Supervisors need to verify with the supervising practitioner that the teacher candidate knows the emergency procedures of the school at the time of the initial visit and that the supervising practitioner reviews any additional mandatory reporting procedures for the school beyond (A.R.S 13-3620) the teacher candidate should know.

Scheduling

University of Arizona supervisors are not required to schedule all observations but it is highly recommended that most observations be scheduled. Due to the complicated school and classroom schedules when students may not be in the classroom, it is more productive to schedule observation times.

Coaching

Our supervision model is grounded in the belief that self-reflection fosters professional growth. Towards that end, supervisors will engage in active coaching, particularly during the reflective conference following observations.

Amount of Time

The amount of time a University supervisor spends observing a student teacher in a classroom will depend on the objective of the observation. Early in the semester, the supervisor may drop in to get to know the learning environment and observe the student teacher interact with students and may only stay a short while. As the student assumes a larger role in instruction, the observation time should increase.

Please note that it is very important to schedule some coaching time after each observation, regardless of the amount of time the student was observed. Remember that good teaching includes timely feedback. Supervisors will decide the appropriate amount of time to schedule.

When the student teacher is in the midst of their 20-day full time/lead teaching responsibility requirement, it is very important to schedule observations on different days and at different times of day in order to have the opportunity to observe the teacher facilitate learning in different contexts and use a variety of instructional strategies and classroom management techniques. The observation of transition time, group time, outdoor time and direct teaching are equally important. Teachers are always teaching, and children are always learning.

It is expected that each teacher candidate will be formally observed five times during the semester within every 2-3 weeks.

CREATE Professional Development Opportunities (PLOs)

The CREATE Professional Development Opportunities are scheduled by the CREATE faculty team for the purpose of shared learning for the teacher candidates, mentor teachers and university supervisor. They are held after school one afternoon each month, through the fall and spring. You will be given a calendar of events early each semester so that you can plan to attend each meeting.

CREATE

Communities as Resources in Early Childhood
Teacher Education

Assessment of Teacher Candidate Performance



THE UNIVERSITY OF ARIZONA

College of Education

Assessment of Teacher Candidate Performance

Grading During the Student Teaching Phases of the Program

Satisfactory completion of student teaching (P) requires the following:

- a) A satisfactory performance on the FINAL student teaching evaluation instrument.
Satisfactory performance is defined as a student achieving proficient (3) and/or accomplished (4) scores for all/most criteria. Satisfactory completion may include and emergent score (2) on a criterion or criteria if the majority of individual scores in any one of the domains are at a level 3 or above. These domains are:
 - For students using the K-3 instrument, there are four domains: Learning Environment, Planning & Preparation, Instruction & Assessment and Professionalism.
 - For students using the Birth – Pre-K instrument there are six domains: Content, The Learner and Learning, Instructional Practice, Positive Learning Environment, Family and Communities, and Professionalism.

Unsatisfactory completion of student teaching (F) is defined as any **one** of the following two criteria:

- e) An earned rubric score of “not evident” (1) in any criteria on the FINAL student teaching evaluation instrument, OR
- f) A majority of earned “emergent” scores (2) in any one domain on the FINAL student teaching evaluation instrument.

The student teacher who successfully completes student teaching requirement above will receive the grade of “P” (pass) indicating he/she has received the prescribed units of credit for the course. The teacher candidate who, in the judgment of the mentor teacher and University supervisor, has failed to progress sufficiently during the student teaching experience will receive the grade of “F” (fail). Neither a passing nor a failing grade is included in the computation of the graduation grade point average. All required materials must be received in the Office of Field Experiences before grades will be posted.

Required Materials: Each Semester of Student Teaching

1. Midterm and Final Student Teacher Performance assessment instruments.
2. Student Teacher Time Card
The Student Teacher Time Card will confirm attendance at all required Professional Learning Opportunity workshops, supervisor seminars, or conferences and provide documentation of completed requirements.

Midterm and Final Conference Guidelines

Midterm Conference – - approximately halfway through the required number of student teaching days

Final Conference – the last two weeks of the student teaching experience

Teacher Candidate Midterm and Final Evaluation

The University of Arizona official form is to be used for these conferences. Midterm and final forms must be signed and returned to the Director of Field Experiences for review and as an official record.

Procedures for Completing University of Arizona Assessment Forms

The Program/University Supervisor, Supervising Practitioner, and Teacher Candidate will fill out the assessment form prior to each evaluation conference, midterm and final. Then, together at a conference, the supervisor, teacher candidate and supervising practitioner, will discuss all input, decide on final rubric scoring, create one mid-semester and one final report. All input should be respected and valued.

Note: When consensus cannot be reached regarding a rubric score or scores, the Program/University Supervisor shall make the final determination. **All three signatures and the date must be placed on the signature page of the evaluation form at the midterm and the final conference. Signatures indicate participation in the process.**

The midterm assessment and the final assessment should be filed in the students' electronic UA Box folder within a week after the midterm or final assessment has been completed. All documents are due in UA box by the last day of the semester. Signed and dated evaluation signature pages for each student, as well as student timecards, are turned in to the Office of Field Experiences on the last day of each semester.

Office of Field Experiences

PROCESS FOR TEACHER CANDIDATE PERFORMANCE CONCERNS

It is imperative that the University/Program Supervisors identify difficulties early in the semester and notify the Director of Field Experiences as soon as a problem becomes evident. The following action should be taken without delay:

- I. A concern form is completed and sent to the Director of Field Experiences, with a copy to the teacher candidate. The Director of Field Experiences sends a copy of the concern form to the Director of the Early Childhood Program. Discussion of supports for the student are conducted and put into place when appropriate, ensuring that the teacher candidate understands the concern and the expectation(s).

- II. If the concern continues, a professional growth plan will be developed by the university/program supervisor and the supervising practitioner/cooperating teacher, which will be signed by the university supervisor, the supervising practitioner/cooperating teacher, the student teacher at a conference with the Director of Field Experiences. A copy is sent to the Director of the Early Childhood Program. This professional growth plan will be written in such a way so that expectations will be clear to the teacher candidate and supports for success will be included to help make success possible. In all cases, continued concerns will be handled within the established UA Teacher Professional Preparation Concerns Due Process.

NOTE:

In certain situations, a student may need to be moved to a second teaching assignment or removed temporarily or totally from student teaching. Difficulties, such as: personality conflicts, conflicting expectations, excessive absences, inadequate performance, or school site decisions are some of the typical causes. At all times, the Office of Field Experiences will follow the UA Teacher Professional Preparation Performance Concerns Due Process to ensure a fair process.

UA Teacher Preparation Programs
PERFORMANCE CONCERN FORM

Student Name:

College:

Program:

CONCERNS (*Summarize the events/circumstances that necessitated this referral*)

Describe the steps you have already taken to address this concern with the student

Submitted by:

Date:

Position/Title:

Please return form to the Director of the program for which you are referring.

Persons with disabilities, who, with or without reasonable accommodations, are able to complete the essential requirements of the program, will not be discriminated against on account of their disabilities. Information concerning the accommodation policy can be obtained in the University of Arizona Disability Resources Center.

**UA Teacher Preparation Programs
PROFESSIONAL GROWTH PLAN**

Student Name

Date

_____ College of Education
Science
 _____ College of Science
 _____ College of Fine Arts

_____ College of Agriculture & Life
 _____ College of Humanities
 _____ UA South College of Education

Professional Growth Team Members:

STRENGTHS

CONCERNS *(Summarize any events/circumstances that necessitated the creation of this growth plan.)*

Standards/Areas of Concern	Changes & Expectations
Learning Environment	
Measures	
Support	
Planning and Preparation	
Measures	
Support	
Instruction and Assessment	
Measures	

Support	
Professionalism and Growth	
Measures	
Support	
Behavior and Academic Standards (as delineated in the UA TPP Professional Standards document)	
Measures	
Support	

In order for _____ to successfully meet the expectations stated in this professional growth plan, she/he must satisfactorily fulfill the terms of the plan set forth in the measures portion of the instrument.

Action to meet the measures will begin on the date of this conference by the student and the Professional Growth Team members.

A subsequent meeting will be conducted with the student and Professional Growth Team Members to assess the student’s progress with regard to the expectations listed in this document and to ascertain if more or different support is warranted.

This meeting is scheduled for _____.

At any time prior to or after the meeting on _____, if any of the members of the Professional Growth Team feel that the student is not fulfilling all of her/his responsibilities, or s/he is unable to meet the expectations required by this document, a meeting will be called to discuss options for the future. The options may include but are not limited to:

- removal from course or clinical placement
- a failing grade in course (as determined by the course instructor)
- withdrawal from the teacher preparation program with the right to petition for re-admission*
- dismissal from the teacher preparation program

*If a petition is not submitted or is denied, the student will not continue in the program and, as a result, will not be recommended for certification

SIGNATURES

Professional growth team member name & role
member name & role

Professional growth team

Professional growth team member name & role
member name & role

Professional growth team

Professional growth team member name & role
member name & role

Professional growth team

I have read and been given a copy of this document. Any comments I have are attached.

Student

Date

As of _____, the student has successfully met the expectations delineated in
this Professional Growth Plan.

SIGNATURES

Program Director



College of Education

EARLY CHILDHOOD STUDENT TEACHER ASSESSMENT

Birth - PreK

MIDTERM

FINAL

Name: _____ School: _____

Grade/classroom: _____ Semester: _____ Date: ____/____/____

Rating Scale:	4 - Accomplished (clear, consistent, exemplary evidence)	3 - Proficient (consistent, proficient evidence)	2 - Emergent (developing, limited evidence)	1 - Not Evident (no evidence)
Content			Midterm	Final
❖ InTASC Standard 2.4, 5, 8				
❖ NAEYC Standards 5				
❖ NETS.T Standards 1, 2				
The Early Childhood Candidate:				
A. Uses the central concepts, inquiry tools and structures of content areas in the planning and instruction of (InTASC 4, NAEYC 5):				
Language and literacy				
The arts - music, creative movement, drama, visual arts				
Mathematics				
Science				
Active physical play, physical education, health and safety				
Social Studies				
B. Engages learners in content experiences that encourage questions and analyzing in order to master content. (InTASC 4, 5)				
C. Recognizes learner misconceptions of content and adjusts instruction to build accuracy. (InTASC 4)				
D. Creates opportunities for learners to learn, practice, and master disciplinary content skills and academic language in their content. (InTASC 4)				
E. Plans and implements lessons that provide opportunities to support children's intellectual, social and emotional development. (InTASC 2, NAEYC 4, NETS.T 1, 2)				
F. Uses and modifies instructional resources, curriculum materials and technologies efficiently to help learners access, evaluate and apply information. (InTASC 4, 6, NETS.T 1)				

Comments for Content

Midterm	Final
Summary:	Summary:
Plan of Action:	Plan of Action:

Rating Scale:	4 – Accomplished (clear, consistent, exemplary evidence)	3 – Proficient (consistent, proficient evidence)	2 – Emergent (developing, limited evidence)	1 – Not Evident (no evidence)
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The Learner and Learning	Midterm	Final
<ul style="list-style-type: none"> ❖ InTASC Standard 1.2,3 ❖ CREATE Principle 1 ❖ NAEYC Standards 1,4 <p>The Early Childhood Candidate:</p> <p>A. Learners Development: Interactions with students and lesson plans evidence an understanding of:</p> <ol style="list-style-type: none"> 1. learner characteristics and needs. (NAEYC I) 2. how the learners grow and develops as individuals. (InTASC I) 3. effective patterns of learning and development. (InTASC I, NAEYC 4) <p>B. Learning Differences</p> <ol style="list-style-type: none"> 1. Connects with families to create foundations for learning. (NAEYC 4) 2. Uses children's "funds of knowledge" to inform instruction. (CREATE I) 3. Understands cultural knowledge within the community. (InTASC 2, CREATE I, NAEYC 4) 		

Comments on The Learner and Learning

Midterm	Final
<p>Summary:</p>	<p>Summary:</p>
<p>Plan of Action:</p>	<p>Plan of Action:</p>

Rating Scale:	4 – Accomplished (clear, consistent, exemplary evidence)	3 – Proficient (consistent, proficient evidence)	2 – Emergent (developing, limited evidence)	1 – Not Evident (no evidence)
Instructional Practice				
❖ InTASC Standard 2.4,6,7,8				
❖ CREATE Principle 2,3				
❖ NAEYC Standards 3, 4,5				
❖ NETS.T Standards 1,2				
The Early Childhood Candidate:				
A. Assessment				
1. Uses multiple types of assessments to monitor progress and guide planning. (InTASC 6, NAEYC3,NETSI 2)				
2. Makes assessment accommodations for students with special learning needs. (InTASC 6)				
3. Makes assessment accommodations for students with second language learning needs. (InTASC 6)				
B. Planning for Instruction				
1. Uses standards/benchmarks to specify desired learner outcomes. (InTASC 4,7, NAEYC5)				
2. Relates learning to prior knowledge. (InTASC 4,7)				
3. Plans and implements teaching procedures that develop content sequentially. (InTASC 4,7)				
4. Plans with learner characteristics in mind.				
5. Plans for modifications based on individual learner needs. (InTASC 1,7, NAEYC 14, NETSI 1)				
6. Plans incorporate the cultural knowledge and skills- funds of knowledge- within the diverse cultural community. (CREATE 1)				
7. Accepts opportunities to take responsibility for learner learning. (InTASC 10)				
C. Instructional Strategies				
1. Plans and implements literature based lessons. (CREATE 2)				
2. Implements lesson plans effectively using a variety of instructional strategies. (InTASC 8, NETSI 2)				
3. Includes opportunities for higher-level thinking. (InTASC 6, NETSI 2)				
4. Differentiates instruction to accommodate special learning needs of individuals and groups of learners. (InTASC 2,8)				
5. Identifies and implements strategies using instructional aides to meet the needs of English Language Learners. (InTASC 8)				
6. Incorporates "funds of knowledge" in literacy education for children. (CREATE 3)				
7. Modifies assessments to meet individual needs. (InTASC 8, NAEYC 4)				
8. Uses technology and internet based resources to help learners access, evaluate and apply information. (InTASC 8, NETSI 1,2)				

Comments on Instructional Practice

Midterm	Final
Summary:	Summary:
Plan of Action:	Plan of Action:

Rating Scale:	4 – Accomplished (clear, consistent, exemplary evidence)	3 – Proficient (consistent, proficient evidence)	2 – Emergent (developing, limited evidence)	1 – Not Evident (no evidence)	
	Positive Learning Environment			Midterm	Final
	<ul style="list-style-type: none"> ❖ In TASC Standard 2,3 ❖ CREATE Principle 3 ❖ NAEYC Standards 1, 2, 4 				
	The Early Childhood Candidate:				
	A. Co-creates an environment in which each learner can achieve his/her full potential through active engagement, challenges & promotion of self-motivation. (InTASC 2, NAEYC 3, 4, NETSI 1)				
	B. Supports diverse learning styles, abilities, skills and interests through active measures. (InTASC 2, NAEYC 4)				
	C. Maintains a classroom that is healthy, open, respectful, supportive and challenging. (InTASC 3, CREATE 3, NAEYC 1)				
	D. Establishes and implements shared values for mutual respect and quality work. (NAEYC 4)				
	E. Makes effective use of time, space, and materials to engage learner attention. (NAEYC 4, NETSI 2)				
	F. Develops implements and clearly communicates norms, expectations, procedures and routines. (NAEYC 4, NETSI 4)				
	G. Co-creates a classroom that promotes family engagement.				

Comments on Positive Learning Environment

Midterm	Final
Summary:	Summary:
Plan of Action:	Plan of Action:

Rating Scale:	4 – Accomplished (clear, consistent, exemplary evidence)	3 – Proficient (consistent, proficient evidence)	2 – Emergent (developing, limited evidence)	1 – Not Evident (no evidence)
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Family and Communities	Midterm	Final
❖ In TASC Standard 3		
❖ CREATE Principle 1.3,4		
❖ NAEYC Standards 1.2		
The Early Childhood Candidate:		
A. Involves families in literacy education for children. (CREATE3)		
B. Collaborates with others in school and community settings. (CREATE4)		
C. Co-creates respectful and reciprocal family and community relationships. (NAEYC 2)		
D. Co-creates an environment respectful of cultural and family influences. (NAEYC 1)		
E. Connects with the learner and families through understanding of cultural context. (INTASC3.5)		

Comments on Family and Communities

Midterm	Final
Summary:	Summary:
Plan of Action:	Plan of Action:

Rating Scale:	4 – Accomplished (clear, consistent, exemplary evidence)	3 – Proficient (consistent, proficient evidence)	2 – Emergent (developing, limited evidence)	1 – Not Evident (no evidence)
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Professionalism	Midterm	Final
<ul style="list-style-type: none"> ❖ InTASC Standard 9.10 ❖ CREATE Principle 4 ❖ NAEYC Standards 6 ❖ NETS.T 3.4,5 <p>The Early Childhood Candidate:</p> <p>A. Exhibits enthusiasm for teaching and learning. (InTASC 10, NETS.T 3)</p> <p>B. Demonstrates a caring, positive attitude. (InTASC 10)</p> <p>C. Understands and adheres to school site and University of Arizona standards of practice, including but not limited to being on time, being prepared and dressing appropriately. (InTASC 9, IIA Standards for Teacher Certification V)</p> <p>D. Is flexible, open to new ideas and demonstrates ability to modify practices to meet the needs of each learner. (InTASC 9, NETS.T 3)</p> <p>E. Contributes to culture that supports high expectations for learner learning. (InTASC 10)</p> <p>F. Analyzes and reflects on practices and choices, embracing the challenge of continuous improvement. (InTASC 9.10, CREATE 4, NAEYC 6)</p> <p>G. Seeks leadership opportunities to become an informed advocate of sound educational practices and policies. InTASC 9.10, NAEYC 6, NETS.T 5)</p> <p>H. Is aware of and maintains professional ethics. (InTASC 9, NAEYC 6, NETS.T 4)</p> <p>I. Engages in ongoing professional learning that includes collaborative learning with other teachers and teacher educators within the school and professional community. (InTASC 9.10, CREATE 4, NAEYC 6, NETS.T 5)</p> <p>J. Communicates professionally and respectfully in oral and written form with peers, colleagues, instructors, K-3 students, teachers, administrators, families and community members. (IIA Standards for Teacher Certification V)</p>		

Comments on Professionalism

Midterm	Final
Summary:	Summary:
Plan of Action:	Plan of Action:

**EARLY CHILDHOOD STUDENT TEACHER Midterm/Final ASSESSMENT
Birth - Pre K
Signature Page**

Midterm Evaluation By signing below, I acknowledge participation in the midterm assessment process.

Teacher Candidate Printed Name:	Teacher Candidate Signature:	Date:
Supervising Practitioner:	Supervising Practitioner Signature:	Date:
Program Supervisor:	Program Supervisor Signature:	Date:

Final Evaluation By signing below, I acknowledge participation in the final assessment process.

Teacher Candidate Printed Name:	Teacher Candidate Signature:	Date:
Supervising Practitioner:	Supervising Practitioner Signature:	Date:
Program Supervisor:	Program Supervisor Signature:	Date:

UA K -3 Early Childhood Teacher Candidate Midterm/Final Evaluation

Teacher Candidate:	Supervising Practitioner:	Program Supervisor:
Site(s):	Grade Level(s):	Midterm Date: Final Date:

Rating Scale:	4 – Accomplished (consistent, exemplary evidence)	3 – Proficient (consistent, proficient evidence)	2 – Emergent (developing, limited evidence)	1 – Not Evident (no evidence)
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I. LEARNING ENVIRONMENT

	Midterm	Final
Students Represented: Students are welcomed and represented in the instructional setting in a manner that values their work and presence in the environment (e.g., students are greeted when entered; student contributions are valued; student work displayed when possible)		
Set-Up: Uses developmental knowledge to create a supportive learning environment that optimizes space in the room and workstations to ensure physical safety, classroom management, and appropriate interactions among students and teacher		
Procedures: Establishes and follows norms, procedures, and routines		
Behavior Expectations: Communicates clear expectations of student behavior and supports student self-regulation		
Manages Behaviors Quickly: Monitors and responds appropriately to student behavior in a timely manner		
Positive & Respectful: Uses and promotes civil discourse and non-verbal interactions that are positive, supportive, and respectful. Develops positive relationships that serve as the foundation for all work with young children.		
Respects Backgrounds/Engages Families: Demonstrates and promotes respect and sensitivity for all students' backgrounds. Involves families in young children's development and learning.		

Comments on Learning Environment

Midterm	Final
Summary:	Summary:
Plan of Action:	Plan of Action:

Rating Scale:	4 – Accomplished (consistent, exemplary evidence)	3 – Proficient (consistent, proficient evidence)	2 – Emergent (developing, limited evidence)	1 – Not Evident (no evidence)
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II. PLANNING AND PREPARATION

	Midterm	Final
Complete Submitted Plans: Creates complete, appropriately-formatted lesson plans and submits for review in a timely manner		
Timing: Writes lesson plans and activities, providing the appropriate time for learning to occur.		
Data & Needs-Driven: Uses assessment data, professional judgment, and learners' needs to guide planning		
Standards-based: When writing objectives, uses Arizona standards, district academic standards/performance objectives, and/or any additional standards as required by the discipline to design and implement developmentally meaningful and challenging curriculum for each child.		
Connects Content: Connects lesson content to: students' experiences, family and community life, previous lessons within the content area, other curricular areas, and real-life situations.		
Active Participation: Plans multiple instructional strategies that ensure active participation		
Materials/Technology: Chooses varied and developmentally appropriate materials and technologies and has them ready to teach the learning objective(s)		
Higher-Level Thinking: Plans opportunities for higher-level thinking through questioning and student activities		
Accommodations: Incorporates modifications or accommodations based on learner needs		
Sequencing: Develops meaningful sequencing of learning experiences		
Collaborates: Plans collaboratively with mentor teacher and/or other professionals who have specialized expertise		

Comments on Planning and Preparation

	Midterm	Final
Summary:		Summary:
Plan of Action:		Plan of Action:

Rating Scale:	4 – Accomplished (consistent, exemplary evidence)	3 – Proficient (consistent, proficient evidence)	2 – Emergent (developing, limited evidence)	1 – Not Evident (no evidence)
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III. INSTRUCTION AND ASSESSMENT

	Midterm	Final
States Expectations: Communicates expectations for learning at the beginning of the lesson and throughout		
Content Accuracy: Provides clarity and accuracy of content which includes essential information		
Academic Language: Uses academic language of the discipline accurately and creates opportunities for students to use the academic language		
Clear Instructions: Provides clear instructions verbally, in writing, and through modeling		
Flexibility: Demonstrates flexibility and sufficient content knowledge to allow for exploration of learner curiosities		
Varied Materials: Uses varied materials, aids, models, representations (including technology), as appropriate		
Varied Delivery: Varies developmentally appropriate instructional strategies and teacher role to address students' diverse learning styles and needs (e.g., sheltered English instructional strategies, small groups, individual work, student-led learning, cooperative learning, direct instruction, investigation, facilitator, guide on the side, etc.)		
Activities & Applications: Provides activities and choices for learners to demonstrate their knowledge, including creative/original ways and authentic applications		
Student Engagement: Maximizes active participation and paces the lesson to optimize instructional time		
Questioning: Effectively asks questions to serve different purposes (e.g., probing for learner understanding, promoting student discourse, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question)		
Formative Assessments: Checks for understanding throughout lesson to monitor student learning. These checks include observation, documentation and other appropriate assessment tools and approaches, including the use of technology in data collection.		
Modifies Teaching: Adjusts lesson or content delivery based on student needs		
Summative Assessments: Designs summative assessments that match instruction in content, rigor, and format		
Promotes Self-Assessment: Effectively implements methods for student self-assessment and self-improvement		
Feedback: Provides timely, useful, specific, and respectful responses to learners during the lesson and on assessments		

Comments on Instruction and Assessment

Midterm	Final
Summary:	Summary:
Plan of Action:	Plan of Action:

Rating Scale:	4 – Accomplished (consistent, exemplary evidence)	3 – Proficient (consistent, proficient evidence)	2 – Emergent (developing, limited evidence)	1 – Not Evident (no evidence)
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IV. PROFESSIONALISM AND GROWTH

	Midterm	Final
On Time & Professional: Attends field experiences on time, prepared, and with a professional appearance		
Responds Timely: Responds to communications in a timely manner and meets deadlines		
Communication: Communicates professionally with and about members of the learning community in all forms, including social media		
Personal Issues: Separates personal and professional issues		
Professional Conduct: Conducts oneself professionally and ethically as an educator		
Families: Communicates with families about instruction and individual progress and engages them in student learning.		
Legal Responsibilities: Describes and abides by laws related to learners' rights and teacher responsibilities (e.g., equity, appropriate education for learners with disabilities, confidentiality, privacy; reporting in situations related to possible child abuse)		
Collaborates: Collaborates regularly with colleagues and members of the school community to inform practice.		
Receptive to Feedback: Accepts and acts upon constructive feedback from mentors, supervisors, and administrators		
Growth: Participates in professional learning opportunities, as appropriate		
Self-Reflect: Demonstrates ability to self-reflect in a meaningful manner to improve teaching practice and to promote positive outcomes for each child.		

Comments on Professionalism and Growth

Midterm	Final
Summary:	Summary:
Plan of Action:	Plan of Action:

**UA Teacher Candidate Midterm/Final Evaluation
Signature Page**

Midterm Evaluation By signing below, I acknowledge participation in the midterm assessment process.

Teacher Candidate Printed Name:	Teacher Candidate Signature:	Date:
Supervising Practitioner:	Supervising Practitioner Signature:	Date:
Program Supervisor:	Program Supervisor Signature:	Date:

Final Evaluation By signing below, I acknowledge participation in the final assessment process.

Teacher Candidate Printed Name:	Teacher Candidate Signature:	Date:
Supervising Practitioner:	Supervising Practitioner Signature:	Date:
Program Supervisor:	Program Supervisor Signature:	Date:

K-3 Teacher Candidate Assessment Rubric



THE UNIVERSITY OF ARIZONA
College of Education

I. Learning Environment:

	4 - Accomplished	3 - Proficient	2 – Emergent	1 – Not Evident
Students Represented	Makes effort daily to make students feel welcome and valued in the educational setting.	Makes effort on most days to make students feel welcome and valued in the educational setting.	Occasionally makes effort to make students feel welcome and valued in the educational setting.	Makes no effort to make students feel welcome and valued in the educational setting.
Set Up	Thoughtfully and purposefully manages space to ensure appropriate interactions between and among students & teacher, physical safety, classroom management and appropriate interactions among participants.	Makes significant effort to manage space to ensure appropriate interactions between and among students & teacher, physical safety, classroom management and appropriate interactions among participants.	Makes some effort to manage space to ensure appropriate interactions between and among students & teacher, physical safety, classroom management and appropriate interactions among participants.	Makes no effort to manage space to ensure appropriate interactions between and among students & teacher, physical safety, classroom management and appropriate interactions.
Behavior Expectations	Communicates clear expectations of student behavior and supports student self-regulation.	Communicates clear expectations of student behavior but does not consistently encourage student self-regulation.	Communicates expectations for student behavior but the expectations lack clarity. Opportunities for student self-regulation are not provided.	Fails to communicate clear expectations of student behavior.
Manages Behaviors Quickly	Monitors student behavior carefully and responds in a timely and appropriate manner for young children.	Monitors student behavior and usually responds in a timely and appropriate manner for young children.	Monitors student behavior but sometimes responds in an untimely and/or inappropriate manner for young children.	Fails to monitor student behavior and/or routinely responds in an untimely or inappropriate manner for young children.
Positive & Respectful	Thoughtfully and purposefully uses and promotes civil discourse and nonverbal interactions that are positive, supportive and respectful. Has developed a positive relationship with each student.	Often uses and promotes civil discourse and nonverbal interactions that are positive, supportive and respectful. Has developed a positive relationship with most students.	Sometimes uses and promotes civil discourse and nonverbal interactions that are positive, supportive and respectful. Has developed a positive relationship with some students.	Fails to use and promote civil discourse and nonverbal interactions that are positive, supportive and respectful. Has few, if any, positive relationships with students.
Respects Background	Consistently demonstrates and promotes respect and sensitivity for all students' backgrounds and involves families in the young child's development and learning.	Usually demonstrates and promotes respect and sensitivity for all students' backgrounds and often involves families in the young child's development and learning.	Sometimes demonstrates and promotes respect and sensitivity for all students' backgrounds and sometimes involves families in the young child's development and learning.	Fails to demonstrate and promote respect and sensitivity for all students' backgrounds and seldom, if ever, involves families in the young child's development and learning.

II. Planning and Preparation :

	4 - Accomplished	3 - Proficient	2 – Emergent	1 – Not Evident
Submitted Plans	Plans are consistently and exceptionally well developed, well formatted, and submitted in advance when appropriate.	Plans are consistently well developed, well formatted, and submitted in advance when appropriate.	Plans are sometimes well developed, complete, well formatted, and submitted in advance when appropriate.	Plans are rarely, if ever, well developed, complete, well formatted, and submitted in advance when appropriate.
Timing	Lesson plans are consistently and impeccably commensurate with time allotted and include adequate time for learning and lesson closure.	Lesson plans are consistently commensurate with time allotted and include adequate time for learning and lesson closure.	Lesson plans are sometimes commensurate with time allotted and include time for learning and lesson closure.	Lesson plans are rarely, if ever, commensurate with time allotted and time for learning and lesson closure may often be shortchanged.
Data & Needs	Lesson planning is consistently driven by student needs as measured by formal and informal assessments.	Lesson planning is often driven by student needs as measured by formal and informal assessments.	Lesson planning is seldom driven by student needs as measured by formal and informal assessments.	Lesson planning is rarely, if ever driven by student needs as measured by formal and informal assessments.
Standards Based	Objectives are consistently based on all appropriate standards required by the discipline, and include language objectives for English Language Learners.	Objectives are consistently based on most standards required by the discipline and include language objectives for English Language Learners.	Objectives are sometimes based on most standards required by the discipline and occasionally include language objectives for English Language Learners.	Objectives are rarely, if ever, based on most standards required by the discipline and do not include language objectives for English Language Learners.
Connects Content	All content is intentionally connected to students' prior knowledge, experiences, lessons, and other subject areas.	Content is consistently connected to students' prior knowledge, experiences, lessons, or other subject areas.	Content is sometimes connected to students' prior knowledge, experiences, lessons, or other subject areas.	Content is rarely, if ever, connected to students' prior knowledge, experiences, lessons, or other subject areas.
Active Participation	Plans consistently include varied instructional strategies that maximize active student participation.	Plans consistently include varied instructional strategies to ensure some active student participation.	Plans may include some instructional strategies to ensure some active student participation for a part of the time.	Plans rarely, if ever, include instructional strategies to ensure some active student participation for a part of the time.
Materials/Technology	Varied and developmentally appropriate materials are customized to support the learning objective(s).	Varied and developmentally appropriate materials are used to support the learning objective(s).	Varied and developmentally appropriate materials are sometimes used to support learning objective(s).	The varied use of developmentally appropriate materials is rarely, if ever, supports the learning objective(s).
Higher Level Thinking	Lesson plans include activities and planned/intentional questioning that consistently promote ongoing higher level thinking.	Lesson plans include activities and planned/intentional questioning that often promote high level thinking.	Lesson plans include activities and planned/intentional questioning that sometimes promote high level thinking.	Lesson plans include activities and planned/intentional questioning that rarely, if ever, promote high level thinking.
Accommodations	All learner needs are consistently met with appropriate accommodations and modifications.	All learner needs are often met with appropriate accommodations and modifications.	Learner needs are sometimes met with appropriate accommodations and modifications.	Learner needs are rarely, if ever, met with appropriate accommodations and modifications.

Sequencing	Lessons are extremely well sequenced.	Lessons are appropriately sequenced.	Lessons are, for the most part, appropriately sequenced, but in-lesson transitions could be improved.	Lessons are delivered without appropriate sequencing.
Collaborates	Collaborates consistently with mentor teacher and other professionals when planning to improve lesson quality and meet learner needs.	Collaborates often with mentor teacher and other professionals when planning to improve lesson quality and meet learner needs.	Collaborates on occasion with mentor teacher and other professionals when planning to improve lesson quality and meet learner needs.	Collaborates, seldom, if ever, with mentor teacher and other professionals when planning to improve lesson quality and meet learner needs.

III. Instruction and Assessment:

	4 - Accomplished	3 - Proficient	2 – Emergent	1 – Not Evident
States Expectations	Communicates learning expectations and outcomes in a consistent, effective, and meaningful way at the beginning of the lesson and throughout.	Communicates expectations for learning at the beginning of the lesson and throughout.	Learning expectations may be poorly communicated and/or not referenced throughout the lesson.	Expectations for the lesson are not communicated.
Content Accuracy	Content knowledge is accurate and can be explained in multiple, accurate manners and applications. Essential information is included and emphasized during the lesson.	Content knowledge is accurate and essential information is emphasized.	Teacher may not teach the essential information accurately or might spend too long focusing on nonessential information.	Incorrect information is periodically given. Teacher does not demonstrate sufficient content knowledge to distinguish essential information.
Academic Language	Demonstrates mastery of the discipline’s academic language and creates multiple opportunities for students to easily and accurately use the academic language.	Uses academic language of the discipline accurately and creates opportunities for students to use the academic language.	Academic language is sometimes used. There may be few opportunities for students to practice the academic language.	Academic language is unused or used inaccurately and/or student misuse of the language goes uncorrected. There may be little to no opportunities for students to practice the academic language.
Clear Instructions	Instructions are provided clearly and in multiple ways (including verbally, written, and through modeling) prior to activities, resulting in student understanding of the instructions.	Provides clear instructions verbally, in writing, and through modeling.	Instructions may not be clear to the students and need to be repeated numerous times for student understanding.	Instructions are either not provided, or only provided in one method.
Flexibility	Consistently demonstrates flexibility and advanced content knowledge to allow for explorations of learner curiosities in a manner that still addresses learning objectives.	Often demonstrates flexibility and sufficient content knowledge to allow for exploration of learner curiosities.	Sometimes demonstrates flexibility and sufficient content knowledge to allow for exploration of learner curiosities.	Rarely demonstrates flexibility or sufficient content knowledge to allow for exploration of learner curiosities or any deviations from the lesson plan.

Varied Materials	Regularly integrates varied, engaging, and well-made aids, models, and representations, including technology.	Uses varied aids, models, technology, and representations, as appropriate to the lesson.	Sometimes uses varied materials, aids, models, and representations (including technology), as appropriate.	Rarely uses varied materials and/or materials may not be relevant or effective.
Varied Delivery	Effectively and seamlessly varies developmentally appropriate instructional strategies and teacher role (e.g., sheltered English instructional strategies, small groups, individual work, student-led learning, cooperative learning, direct instruction, investigation, facilitator, guide on the side, etc.) so that students are engaged in multiple, meaningful methods of learning which address students' diverse learning styles and needs.	Often varies developmentally appropriate instructional strategy and teacher role throughout the lesson to address students' diverse learning styles and needs (e.g., sheltered English instructional strategies, small groups, individual work, student-led learning, cooperative learning, direct instruction, investigation, facilitator, guide on the side, etc.).	Sometimes or ineffectively varies developmentally appropriate instructional strategy and teacher role to address students' diverse learning styles and needs (e.g., sheltered English instructional strategies, small groups, individual work, student-led learning, cooperative learning, direct instruction, investigation, facilitator, guide on the side, etc.).	Seldom uses or varies developmentally appropriate instructional strategy and teacher role throughout the lesson to address students' diverse learning styles and needs.
Activities & Applications	Provides varied, relevant, and engaging activities and choices for learners to demonstrate their knowledge, including creative/original ways and authentic applications.	Often provides relevant activities and choices for learners to demonstrate their knowledge, including creative/original ways and authentic applications.	Sometimes provides activities and choices for learners to demonstrate their knowledge, including creative/original ways and authentic applications.	Rarely provides activities or choices for learners to demonstrate their knowledge, including creative/original ways and authentic applications.
Student Engagement	Maximizes active participation and paces the lesson to optimize instructional time so that all students are engaged 100% of the time ("bell-to-bell" student engagement).	Students are actively participating for the majority of the lesson and teacher candidate paces the lesson to optimize instructional time. Off task behavior is seldom.	All or most students are engaged for a portion of the lessons. Off task behavior is frequent. Pacing may be too slow or too fast for student understanding and successful performance.	Students are often or always off task.
Questioning	Effectively asks relevant questions that students consistently answer throughout lesson to promote ongoing higher-level thinking and serve multiple purposes (e.g., probing for learner understanding, promoting student discourse, helping learners articulate their ideas and thinking processes, stimulating	Effectively asks relevant questions to promote higher-level thinking and serve different purposes (e.g., probing for learner understanding, promoting student discourse, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).	Asks questions that sometimes promote high level thinking and serve different purposes, but questions may not be relevant or effective at eliciting student responses.	Rarely asks questions throughout the lesson.

	curiosity, and helping learners to question).			
Formative Assessments	Consistently checks for understanding throughout lesson to monitor student learning using varied, engaging, and time-efficient methods of assessment. These checks regularly include observation, documentation, and other appropriate assessment tools, including technology.	Often checks for understanding throughout lesson to monitor student learning using varied and time-efficient methods of assessment. These checks include observation include documentation, and other appropriate assessment tools, including technology.	Sometimes checks for understanding to monitor student learning; these checks may not be varied, scattered throughout the lesson, and/or time-efficient. These checks include observation, documentation, and other appropriate assessment tools, including technology, sporadically.	Rarely effectively checks for understanding throughout lesson to monitor student learning. These checks may include observation but rarely if ever include documentation, and other appropriate assessment tools, including technology.
Modifies Teaching	As a result of monitoring, consistently adjusts content delivery or lesson plan to maximize student learning.	Often adjusts lesson or content delivery based on student needs.	Sometimes adjusts lesson or content delivery based on student needs.	Rarely adjusts lesson or content delivery based on student needs.
Summative Assessments	Summative assessments are customized to match instruction in content, rigor, and format. Designs summative assessments that often match instruction in content, rigor, and format.	Designs summative assessments that sometimes match instruction in content, rigor, and/or format.	May only use pre-made summative assessments without the opportunity to design assessments.	Does not create or use summative assessments that match instruction in content, rigor, and/or format.
Promotes Self-Assessment	Consistently implements effective, accurate, and useful methods for student self-assessment and self-improvement.	Promotes useful and accurate student self-assessment and self-improvement.	Allows for student self-assessment and self-improvement, but opportunities may not be useful or frequent enough to be effective.	Rarely allows for useful and accurate student self-assessment and self-improvement.
Feedback	Through written and verbal feedback during the lesson and on assignments/ assessments, provides timely, useful, specific, and respectful responses to learners resulting in improvements in student performance.	Through written and verbal feedback, provides timely, useful, specific, and respectful responses to learners.	Sometimes provides timely, useful, specific, and respectful responses to learners.	Rarely provides timely, useful, specific, and respectful responses to learners.

IV. Professionalism and Growth:

	4 - Accomplished	3 - Proficient	2 – Emergent	1 – Not Evident
On Time & Professional	Consistently attends field experiences on time, arrives early and/or stays late to be prepared. Maintains a very professional appearance.	Attends field experiences on time, prepared, and with a professional appearance.	Is, on occasion, late or unprepared for field experience and/or occasionally fails to maintain a professional appearance.	Is often late or unprepared for field experience and/or often fails to maintain a professional appearance.
Responds Timely	In addition to timely communication, anticipates and initiates needed communication, and is prepared in advance of deadlines.	Consistently responds to communications in a timely manner and meets deadlines.	Often responds to communications in a timely manner and meets deadlines.	Seldom, if ever responds to communications in a timely way and/or rarely meets deadlines.
Communication	Communicates in a highly professional manner with and about the members of the learning community.	Communicates professionally with and about members of the learning community	Usually but not always communicates professionally with and about members of the learning community.	Does not exhibit professional communication with and about the members of the learning community.
Personal Issues	Consistently and consciously separates personal and professional issues.	Separates personal and professional issues.	Has demonstrated some ability to separate personal and professional issues.	Is unable, currently, to separate personal and professional issues.
Professional Conduct	Conducts oneself professionally and ethically as an educator. Could serve as a model of professionalism and ethics.	Conducts oneself professionally and ethically as an educator.	Has demonstrated some ability to conduct oneself professionally and ethically as an educator.	There is no evidence for conduct that is professional and ethical.
Families	Builds relationships with families and communicates with families about instruction and individual progress in an ongoing way. Engages families in student learning in an ongoing way.	Communicates with families about instruction and individual progress. Engages families in student learning.	Has tried to communicate with families about instruction and individual progress. Attempts to engage families in student learning.	There is no evidence of communication with families about instruction and individual progress. Makes no attempt to engage families in student learning.
Legal Responsibilities	Describes and abides by laws related to learners' rights and teacher responsibilities (e.g., equity, appropriate education for learners with disabilities, confidentiality, privacy, reporting in situations related to possible child abuse).	<<	>>	Cannot describe and does not abide by laws related to learners' rights and teacher responsibilities (e.g., equity, appropriate education for learners with disabilities, confidentiality, privacy, reporting in situations related to possible child abuse).
Collaborates	Consistently collaborates with colleagues and members of the	Collaborates regularly with colleagues and members of the school community.	There is some evidence of collaboration with colleagues and	There is no evidence of collaboration with colleagues and

	learning community in an ongoing way, makes solid contributions to the collaborative efforts, and fosters an interdependence among colleagues.		members of the school community.	members of the school community.
Receptive to Feedback	Regularly requests, accepts, and acts upon constructive feedback from mentors, supervisors and administrators.	Accepts and acts upon constructive feedback from mentors, supervisors, and administrators.	There is some evidence demonstrating acceptance of feedback and action taken because of that feedback.	There is little to no evidence that the student accepts and acts upon constructive feedback from mentors, supervisors, and administrators.
Growth	Seeks out and participates in professional learning opportunities beyond expectations.	Participates in professional learning opportunities, as appropriate.	Participation in professional learning is minimal.	Does not participate in professional learning.
Self-Reflect	Consistently demonstrates the ability to self-reflect in a deep and meaningful manner about teaching practice and steps needed to improve for the purpose of promoting positive outcomes for each child.	Demonstrates ability to self-reflect in a meaningful manner to improve teaching practice for the purpose of promoting positive outcomes for each child.	Demonstrates some ability to self-reflect in a manner meaningful and may have limited ability to identify steps to improve teaching practice for the purpose of promoting positive outcomes for each child.	There is little to no evidence of meaningful self-reflection and ability to identify steps to improve teaching practice for the purpose of promoting positive outcomes for each child.