



College of Education

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# EARLY CHILDHOOD PROGRAM GUIDEBOOK

TEACHER CANDIDATES

UNIVERSITY PROGRAM SUPERVISORS

SUPERVISING PRACTITIONERS-MENTOR TEACHERS

2024-2025

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## 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 Early Childhood Education Teacher Preparation Program. This 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 Early Childhood Education Program. Thank you in advance for your commitment to making the teacher preparation program and field experiences stellar preparation experiences for our teacher candidates and professionally rewarding experiences for all who participate.



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### **IMPORTANT COVID-19 and OTHER HEALTH EMERGENCY NOTICE**

The 2020 pandemic necessitated changes to field placement in K-12 school settings in Tucson, greater Arizona, and throughout our national and international educational community. As such, please be aware that should a health emergency arise, it would be addressed in ongoing communiques sent to UArizona students via emails. Changes due to health emergencies are not addressed in this guidebook. 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 for monitoring their UArizona email accounts to stay current on all health related emergency information and requirements.

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# EARLY CHILDHOOD EDUCATION

Early Childhood Education  
Teacher Preparation Program

Principles and Program Information



THE UNIVERSITY OF ARIZONA  
College of Education

## **EARLY CHILDHOOD EDUCATION**

### **What guides the Early Childhood Education Program?**

The University of Arizona's Early Childhood Education Program has transformed learning to teach children from birth to grade three into a cohorted, 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 foundation of the Early Childhood Education 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 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.

As our program has evolved, we have expanded our principles to include:

#### ***Holistic, Strength-Based Views of Children and Families.***

We recognize and celebrate the unique strengths and potential of each child and family, which includes fostering supportive learning environments. Developing a strengths-based view involves spending time reflecting on our own identities and understanding our own conscious and

unconscious biases. By acknowledging and addressing these biases, we can better support the diverse backgrounds and experiences of children and families.

***Anti-Bias, Anti-Racist, Liberatory Lens.***

We are committed to creating teaching and learning experiences that confront and dismantle biases and racism, promoting equity and justice for all children and families. We recognize that young children are highly capable of discussing and understanding bias and racism, not only as it affects their own lives, but also the lives of others around the world. Through age-appropriate conversations and invitations, we can support children’s self-empowerment as they reflect on and analyze social injustices and advocate for a more inclusive and fair society.

***Experiential and Reflection-Based Learning:***

We value hands-on, experiential learning and reflective practice, understanding that there is no single “right way” to teach. This approach empowers educators to adapt and innovate their teaching strategies, ensuring they meet the diverse needs of their students.

Together, these principles guide our mission to prepare exceptional early childhood educators who are equipped to make a meaningful impact in the lives of young children and their families.

In addition to the four principles described on the previous page, The Early Childhood Education Teacher Preparation 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 Early Childhood Education Program unique?**

### **Relationships & Partnerships**

The College of Education and the teacher candidates in the Early Childhood Education Program depend on partnerships with the early childhood community and the local school districts to provide experiences with young children, families, and the early childhood community. The course work, field experiences, and community engagements develop and extend the teacher candidates' professional knowledge. We strongly believe that because of the expertise and support of those in the early childhood community, students in the Early Childhood Education Program are able to more successfully develop their teaching identities. In addition, the Early Childhood Education 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 Early Childhood Education Program, teacher candidates take their courses in classrooms at local early childhood centers and elementary schools. 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 Early Childhood Education Program is cohorted; the same group of teacher candidates are together for the entirety of their time in the program. This supports teacher candidates as they work to develop the skills needed to work with their colleagues as professionals.

## Professional Expectations

Throughout students' time in the Early Childhood Education Program, teacher candidates are treated as early childhood professionals and held to high expectations. In the Early Childhood Education Program, we hold teacher candidates to the National Association for the Education of Young Children's (NAEYC) sixth standard, "Becoming a Professional:"

Candidates prepared in early childhood degree program 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 Early Childhood Education 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.

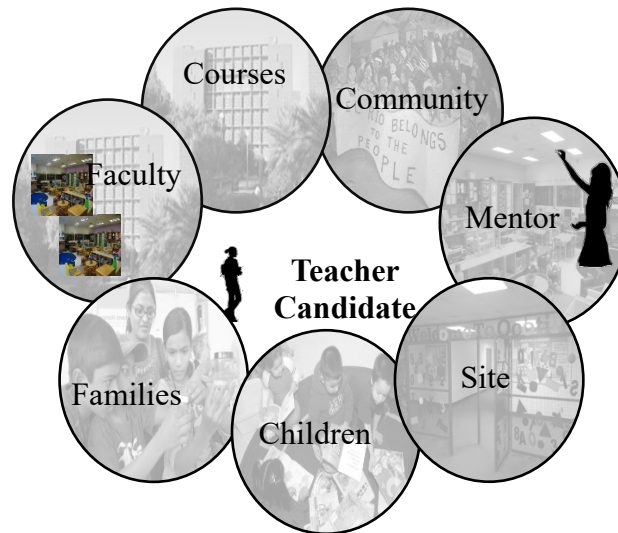
In the traditional model of teacher preparation, teacher candidates have courses and field experiences in separate contexts. Teacher candidates often feel a gap between courses and field experiences.

### Traditional Model





In the Early Childhood Education 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 University of Arizona teacher candidates are equipped through courses and experiences to build and strengthen relationships among schools, families, and communities, thereby supporting 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 assume the roles of both college students and early childhood teachers when appropriate.

In the Early Childhood Education 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 teaching courses, supervising field experiences, and mentoring teacher candidates:

- 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?

Early Childhood Education B.A.E. Teacher Preparation Program - ESL					
		Fall 1	Spring 1	Fall 2	Spring 2
Courses	<u>Pre-Professional Courses</u> -Math 302a: Understanding Elementary Mathematics (3 credits) -Math 302e: Understanding Early Childhood Mathematics (3 credits) -TLS 481: Children's Literature in the Classroom: Birth to Age 8 (3 credits) -TLS 320: Early Childhood Education Foundations Birth to Age 8 (3 credits) -POL 201: U.S. and Arizona Constitution (3 credits)	-TLS 301: Child Guidance & Classroom Management Birth- Age 8 (2) -TLS 411 Cultural Pluralism for Young Children (3) -TLS 309 Power and Possibilities of Play (3) -TLS 394E Internship (1) -TLS 375 ECE Inclusion (3 credits) - <i>or 2nd fall</i> -TLS 320: Early Childhood Education Foundations Birth- Age 8 (3) -TLS 481 Children's Literature (3)  Total number of credits: 14-17 credits	-TLS 303 The Young Child: Birth to Age 8 (3) -TLS 312 Early Language Acquisition and Literacy Development (3) -TLS 384 (1) -TLS 493D Student Teaching: Birth- PreK (6 units) -TLS 317 Teaching Social Studies in Multicultural Contexts Birth-8 (3)  Total number of credits: 14 Credits	-TLS 314 Teaching Science & Health: Preschool & Elementary Grades (3) - TLS 316 Teaching Mathematics/Technology for Young Children (3) -TLS 319: Language Arts and Literacy Practices for the Young Child (4) -TLS 416 SEI (3) -TLS 394E (1)  Total number of credits: 14-17 credits	-TLS 328 Science of Reading (3) -TLS 321 Creative Arts Birth-Age 8 (1) -TLS 357: Using Data to Guide Instruction: Birth to Age 8 (3) -TLS 497 (1) -TLS 403 (2 Credits) -TLS 493D Student Teaching K-3 (6 units)  Total number of credits: 16 Credits
Classroom Experiences	-30 hours in birth-prek classroom -30 hours in K-3 public school classroom	-4 site visits to public and private early childhood schools birth-prek -8 hours per week for 12 weeks in birth-prek classroom	-15 weeks of capstone continuing from fall in birth-prek classroom	-8 hours per week for 15 weeks in K-3 public school classroom	-15 weeks of capstone continuing from fall in K-3 public school
Location of Courses		On campus	Off campus at local early learning center	Off campus at local elementary school	Off campus at local elementary school

Family-Home Interactions		3 family interactions (TLS 411, TLS 309, TLS 481)	3 family interactions (TLS 312, TLS 303)	3 family interactions (TLS 416, TLS 319)	3 family interactions (TLS 357, TLS 403)
Partner School and Community Engagements		2 community engagements	1 community engagement	3 community engagements	1 community engagement

## FOR TEACHER CANDIDATES

### How can I plan for the Early Childhood Education Program?

- Summer before you begin the Early Childhood Education 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. Date will be announced at the beginning of the semester (program & course related)
  - Courses have been scheduled so that you can complete site visits *and* birth-PreK fieldwork hours.
    - Once your placements are made (mid-September), you will complete ~8 hours per week at your placement (course related)
  - You will also complete three family engagements during the semester (approximately October and November) (course related)
  - You will plan a community engagement (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 Friday (one course may take place on campus)
  - Plan for one Professional Learning Opportunity. Date will be announced at the beginning of the semester. (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 (approximately February, March, April) (course related)
  - You will plan a community engagement with your cohort (course related)

- Fall Year Two
  - Required first semester courses are off campus.
  - Plan for one Professional Learning Opportunity. Date will be announced at the beginning of the semester (program & course related)
  - You will complete ~ hours per week at your placement (course related)
  - You will also complete three family engagements during the (approximately late September, October, November) (course related)
  - You will plan a community engagement (course related)
  - Courses take place during two days of the week (ex: Tuesdays and Thursdays *or* Mondays and Wednesdays).
  - 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 UArizona 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 Friday.
  - 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 (approximately late February, March, April) (course related)
  - You will plan a community engagement with your cohort (course related)

# EARLY CHILDHOOD EDUCATION

Professional Standards



THE UNIVERSITY OF ARIZONA  
College of Education

The Early Childhood Education Principles are the foundation of the early childhood education program at the University of Arizona. In addition to the Early Childhood Education Program's Principles, graduates of the Early Childhood Education 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 Early Childhood Education Program demonstrate that they are professionals and are prepared to participate in the very important process of educating young children.

Students in the Early Childhood Education Program are assessed on the Program's 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 with Substandards | College of Education - University of Arizona](#)
- [ISTE | 2. Educators](#)

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.powerdms.com/ABOR/documents/1491970>).
  - *Threatening Behavior Policy* (<https://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students#policy>).
  - *Non-Discrimination and Anti-Harassment Policy* (<https://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy#policy>).
  - *Code of Academic Integrity* (<https://deanofstudents.arizona.edu/policies/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 their practice, particularly the effects of their 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**

- ***NETSOT #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.
- ***NETSOT #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 NETSOS.
- ***NETSOT #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.
- ***NETSOT #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.
- ***NETSOT #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**

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

Key elements of Standard 1:

- 1a: Knowing and understanding young children’s characteristics and needs, from birth through age 8
- 1b: Knowing and understanding the multiple influences on early development and learning
- 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children

## **NAEYC Standard 2. Building Family and Community Relationships**

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

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 young children’s development and learning

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

Candidates 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 – including its use in development of appropriate goals, curriculum, and teaching strategies for young children

3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment, and data collection.

3c: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.

3d: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments.

#### **NAEYC Standard 4. Using Developmentally Effective Approaches**

Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children’s ages, characteristics, and 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. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child’s development and learning.

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, including appropriate uses of technology

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**

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

Key elements of Standard 5

5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science - physical activity, physical education, health and safety; and social studies.

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**

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

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; using technology effectively with young children, with peers, and as a professional resource.

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

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

### **NAEYC Standard 7: Early Childhood Field Experiences**

Field experiences and clinical practice are planned and sequenced so that candidates develop the knowledge, skills and professional dispositions necessary to promote the development and learning of young children across the entire developmental period of early childhood – in at least two of the three early childhood age groups (birth-age 3, 3 through 5, 5 through 8 years) and in a variety of settings that offer early education (early school grades, child care centers and homes, Head Start programs).

Key elements of Standard 7

7a. Opportunities to observe and practice in at least two of the three early childhood age groups (birth-age 3, 3-5, 5-8)

7b. Opportunities to observe and practice in at least two of the four main types of early education settings (early school grades, child care centers, family and home-based care settings, and Head Start or equivalent programs)

## **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 must leave earlier to be on time for an evening UArizona ECE class. You are encouraged to stay as long as your mentor teacher when your schedule allows you to maximize your learning. **INITIAL REPORT DATE MIRRORS CLASSROOM TEACHER’S REPORTING DATE AT THE BEGINNING OF THEIR SEMESTER.**
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:
- b) For students using the Birth – Pre-K instrument there are five: The Learner and Learning, Families and Communities, Positive Learning Environment, Instructional Practice and Content, and Professionalism. For students using the K-3 instrument, there are four: Learning Environment, Planning & Preparation, Instruction & Assessment and Professionalism & Growth.
- c) Unsatisfactory completion of student teaching (F) is defined as any one of the following criteria:  
An earned rubric score of “not evident” (1) in any criteria on the FINAL student teaching evaluation instrument, OR  
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 Support 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 Support 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 26 of this guidebook.*

# EARLY CHILDHOOD 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 Early Childhood Education 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 one subject or period followed by another who teaches a different subject or period
- One person teaching while another person prepares instructional materials or sits and watches
- 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 implements 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 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 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!

# EARLY CHILDHOOD EDUCATION

Teacher Candidate Information



THE UNIVERSITY OF ARIZONA

College of Education

## **Application Process and Eligibility for Student Teaching**

**T**he 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 their 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 Early Childhood Education 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 early childhood education.

## **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@arizona.edu](mailto:uadrc@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.



### General Placement Guidelines for the Early Childhood Program

Teacher candidates are placed in yearlong fieldwork placements in area schools and centers that are established UArizona Early Childhood partner classrooms. Partner classrooms are classrooms that have been vetted by UArizona faculty and staff as Birth-Grade 3 classrooms which align with the Early Childhood Program's teaching philosophy. These are child-centered classrooms that invite children to participate in developmentally appropriate engagements in settings that are socio-economically, linguistically, and culturally diverse.

All placements are made by UArizona faculty and staff and are within the menu of classrooms available. Accommodations for students are considered when possible (such as the need for carpooling).

Exceptions to our placement guidelines are made for the following individuals:

**Indigenous Teacher Education Project (ITEP) Students** – This is a federally funded grant which has additional requirements and goals for students. The Office of Field Experiences, in cooperation with ITEP faculty and staff, works with students and make these placements.

**UArizona Teaching Fellows**- This is a scholarship program the UArizona has with partnering school districts: Amphitheater, Flowing Wells, Marana Sahuarita, Santa Cruz, and Tucson Unified School District. The school district has input into placements for students who become “fellows” by virtue of this scholarship selection process. Placements are made in cooperation with school district administration.

**Certain Other Scholarships & Grant Recipients** – From time to time, students have scholarships and grants that have certain placements as conditions of the grant or scholarship. Should a student be a recipient of such a grant, they should contact Maggie Shafer in the Office of Field Experiences at [margaretshafer@arizona.edu](mailto:margaretshafer@arizona.edu) and their student advisor as soon as the scholarship or grant is awarded.

#### **All Other Requests**

Other requests for exceptions will be considered by an independent committee if the following conditions are met:

1. The request is made prior to placements (Aug 30<sup>th</sup> of Semester 1, March 1st Semester 3)
2. There is a *compelling* and *unique* reason for the exception. Compelling is defined as a powerfully strong case which is hard to refute, powerfully strong case which is hard to refute. Unique is defined as unlike anything/anyone else.

3. If the exception were to be granted, placement would not compromise the goals of the program such as:

- Classroom setting remains diverse socio-economically, linguistically, and culturally.
- Pedagogical practices in the fieldwork setting need to align with program expectations (this may involve a visitation from program faculty/staff to verify practice.)
- Supervision in that setting can be arranged in a practical manner.

4. An intention to file the placement request is discussed with the site coordinator prior to completing the Exception to Placement Process Request Form.

5. The Exception to Placement Process Form should be submitted to the site coordinator by the dates specified above.

6. Questions can be directed to [margaretshafer@arizona.edu](mailto:margaretshafer@arizona.edu)

7. An independent committee will review the Exception to Placement submission and will render a decision, with an explanation, within two weeks of submission.

### **Exception to Placement Process Request Form – Early Childhood Education Program**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Previous Fieldwork:** Please list the name of the site(s), teacher(s) and age level(s) of the children with whom you have worked for all previous work in the early childhood field.

List the school(s), location, and age/grade level(s) below:

**Statement:** Provide a separate statement on another sheet of paper, which includes your request for an exception to the Program assigned student teaching placement. Request should include:

1. The reason why you are requesting this placement (your rationale which is unique and compelling),
2. A description of how the school setting you are requesting can meet the program goals of being a child-centered classroom set in a socio-economically, linguistically, and culturally diverse community,
3. A description of why you believe your learning will be comparable to or exceed the expectations of the program in your proposed setting

Semester 3 only: if you are just starting the program, skip this question

(Initial required)\_\_\_\_ I understand that this request will be considered by a standing committee. If the request is granted by the committee, the Director of Early Childhood Education and the Director of the Office of Field Experiences have to review and approve the placement to ensure program outcomes can be obtained from fieldwork/student teaching at that particular site.

**Two References:** Please provide the name, title, and email address of a personal reference. These references will be sent a recommendation form which will ask them to provide input on your motivation, work ethic, quality of work, and ability to communicate and self-direct. The reason we ask for these references is because you may be placed in a setting that is not part of our partner network and we want to make sure you will be successful in that setting.

- 1.
- 2.
3. If you have been a student in the program, your site coordinator will be sought for a reference.

**Submit this page and your separate statement page to your site coordinator.**

### **Student Teacher Placement Guidelines**

1. Student teachers will receive 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**

### **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 being an afternoon class. 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@arizona.edu](mailto:margaretshafer@arizona.edu) or 520-621-5908.

**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 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 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)

## **Calendar Information**

### **Student Teacher Semester Requirements**

Early Childhood Education Program's teacher candidates are required to follow the Early Childhood Education Program's 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 for Year One and in the K-3 setting for Year Two. 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 Education Program's student teaching placement may vary according to the Early Childhood Education Program's 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.

**SY 2024-2025**

IMPORTANT EVENTS	DATES
All student teachers report to their assigned student teaching classrooms <b>when their teachers report</b> after summer break for fall student teachers or winter break for spring student teachers. Student teaching follows schools/district calendars – NOT UArizona’s academic calendar.	This date depends on your school’s return date after summer break OR winter break, depending on your semester of student teaching. The date varies in July/Aug 2024 and again in January 2025.
Student teaching business meeting	Date, time, and location TBD
Student teachers begin their UArizona classes and report to Emily’s Place or Ochoa Community 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	Nov __ or Dec __ 2024 (Fall STs) April __ or May __, 2025 (Spring STs) (Depending on your school schedule – you must complete <b>60 days</b> 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 Program, attendance is a crucial part of 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 most 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 any Professional Learning Opportunities scheduled during 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 link:



ECE Guidebook  
2024\_2025 first draft (

7. Student teachers are required to provide documentation on a timecard. 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.

# EARLY CHILDHOOD 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 Early Childhood Education Program as a mentor with our 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 (supervising 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 UArizona)

*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 principles of the Early Childhood Education Program and the 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 in the spring semester; (for both Year 1 and Year 2 candidates)

- Willing and able to integrate into teacher candidate classroom curriculum materials (examples may include the cultural story boxes in the birth-preschool/year one or the family story backpacks in 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 Early Childhood Education Program: UArizona’s Early Childhood Education Program 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 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 their

perspective, replete with comments, and be prepared to share their 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.
- If you have never been employed by UArizona before, sometime during the end of the semester you mentor, you will receive an email from UArizona financial services regarding vendor onboarding. We ask that you sign that paperwork and return it quickly so as not to delay your payment.

### **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).

# EARLY CHILDHOOD 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 (TLS) 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 UArizona)

## 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 a minimum of five times throughout the course of the semester, which is approximately every two to three weeks, to assess the student teacher’s progress in all areas; extending 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 timecard, 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 for the Education of Young Children (NAYEC) Standards, include:

- Informal and formal observations,
- A mid-term and final conference,

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 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.

### **Early Childhood Education Professional Development Opportunities (PLOs)**

The **Early Childhood Education Program's** Professional Development Opportunities are scheduled by the Early Childhood Education 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 semester, 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.

# EARLY CHILDHOOD 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 Birth – Pre-K instrument there are five domains: Learning Environment, Families and Communities, Positive Learning Environment, Instructional Practice and Content, Professionalism.
  - For students using the K-3 instrument, there are four domains: Learning Environment, Planning and Preparation, Instruction and Assessment, and Professionalism and Growth Professionalism.

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

An earned rubric score of “not evident” (1) in any criteria on the FINAL student teaching evaluation instrument, OR

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 they have 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 Timecard  
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 Education 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.

## 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.

**Student Name:**

**College:**

**Program:**

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**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 & SUPPORT PLAN (PGSP)***

**Student Name:**

**Date:**

**College and Program:** College of Education/\_\_\_\_\_

**Professional Growth Team Members:**

**STRENGTHS:**

**CONCERNS:**

<b>Standards/Areas of Concern</b>	<b>Changes &amp; Expectations</b>
<b>Learning Environment</b>	
Measures	
Support	
<b>Planning and Preparation</b>	
Measures	
Support	
<b>Instruction and Assessment</b>	
Measures	
Support	
<b>Professionalism and Growth</b>	
Measures	
Support	
<b>Behavior and Academic Standards</b>	
Measures	
Support	



In order to successfully meet the expectations stated in this Professional Growth and Support (PGSP) plan, the student 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 PGSP members.

A subsequent meeting will be conducted with the student and PGSP 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 that meeting, if any of the members of the PGSP team feel that the student is not fulfilling all responsibilities or 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**

\_\_\_\_\_  
PGSP member name & role

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
PGSP member name & role

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
PGSP member name & role

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

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

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

\_\_\_\_\_  
Date

## Subsequent Professional Growth Plan (PGSP) Meeting Notes

<b>Student Name:</b>	
<b>Meeting Date:</b>	
<b>PGSP Team Members Present:</b>	
<b>Description of Progress Made:</b>	
<b>Steps Still Needed for PGSP to be completed:</b>	
<b>Next Meeting, if needed, Planned for:</b>	
<b>Additional Notes:</b>	

### **SIGNATURES**

PGSP member name & role	Signature	Date
PGSP member name & role	Signature	Date
PGSP team member name & role	Signature	Date

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

Student Signature	Date
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As of \_\_\_\_\_, the student has successfully met the expectations delineated in this Professional Growth & Support Plan.

Program Director Signature	Date
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### CREATE-EARLY CHILDHOOD PROGRAM STUDENT TEACHING TIME RECORD

**MUST COMPLETE IN BLUE OR BLACK INK**

STUDENT NAME (Last, First, Middle):		STUDENT ID:	
STUDENT TEACHING: <input type="checkbox"/> ELEMENTARY-GRADE: _____ <input type="checkbox"/> BIRTH/PRE-K: _____		SEMESTER UNITS: <b>6 UNITS</b>	
LOCAL ADDRESS (NO., STREET, APT.): _____ HOME PHONE: _____			
CITY: _____ STATE: _____ ZIP: _____		CELL PHONE: _____	
PLACEMENT INFORMATION: PRESCHOOL/ELEMENTARY SCHOOL: _____ STUDENT TEACHER EMAIL: _____			
AGE OF STUDENTS/GRADE LEVEL: _____ COOPERATING TEACHER EMAIL: _____			
COOPERATING TEACHER: _____ UNIVERSITY SUPERVISOR: _____			

Key	Pre-Student Teaching	You will student teach for a total of 60 days, so your card should have 60 Xs on it at the end of your student teaching experience.																	
UA = UA Classroom ab = Absent T = Tardy X = Student Teaching Classroom DH = District Holiday	Record Date(s)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Monday																			
Tuesday																			
Wednesday																			
Thursday																			
Friday																			
Total weekly absent/tardy																			
Supervising Practitioner's Initials (Please initial each week)																			
UA Supervisor's Initials (Please initial each visit)																			

Supervisor Classroom Observations	
Date	
Observation 1	
Observation 2	
Observation 3	
Observation 4	
Observation 5	

Conferences	Date
Initial	
Midterm	
Final	

Student Teaching Dates		Date/Time	Your Initials
Beginning Date:	<b>Student Teacher Business Meeting (required)</b> <b>EDUC – Kiva Auditorium</b> Career Fair (encouraged) Bear Down Gym	TBD	
Ending Date:		TBD	Electronic check-in; bring your CATCARD

**Student Teaching**  
**FINAL GRADE:**

**PASS**
                         
  **FAIL**

***My signature certifies the information on this card is true and accurate:***

Student Teacher \_\_\_\_\_ Date: \_\_\_\_\_

Supervising Practitioner \_\_\_\_\_ Date: \_\_\_\_\_

UA Program Supervisor \_\_\_\_\_ Date: \_\_\_\_\_

***This card must be completed, signed and submitted to your supervisor or to Office of Field Experiences before your grade can be posted.***

## UA Birth to PreK Teacher Candidate Midterm/Final Evaluation

Teacher Candidate:	Supervising Practitioner:	Program Supervisor:
Site(s):	Grade Level(s):	Midterm Date: <span style="float: right;">Final Date:</span>

<b>Rating Scale:</b>	<b>4 – Accomplished</b> (consistent, exemplary evidence)	<b>3 – Proficient</b> (consistent, proficient evidence)	<b>2 – Emergent</b> (developing, limited evidence)	<b>1 – Not Evident</b> (no evidence)
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	Midterm	Final
<b>I. The Learner and Learning</b> <i>Demonstrates an understanding of the ways that child development and learning occur in multiple contexts; including family, culture, language, community, and the early childhood setting.</i>		
Uses the knowledge of the developmental period of early childhood from Birth-PreK, including physical, cognitive, social and emotional, and linguistic domains, to make evidence-based decisions that support individual children and learning in cultural contexts <i>(InTASC 1, NAEYC 1)</i>		
Makes decisions that value each child as an individual with unique variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and capacity to make choices <i>(NAEYC 1)</i>		
Interactions with students and lesson plans evidence an understanding of learner characteristics and trajectories, including language diversity <i>(NAEYC 4c, InTASC1)</i>		
Demonstrates that children are consistently valued, acknowledged, and encouraged <i>(The Visionary Director*)</i>		
Provides opportunities for self-help and independence <i>(The Visionary Director*)</i>		
Refers one child to another for collaboration, help and/or problem solving <i>(The Visionary Director*)</i>		
Demonstrates positive, caring, supportive relationships with young children's families and communities <i>(NAEYC 2)</i>		
Connects with families to create foundations for learning, which includes children's funds of knowledge, to inform instruction <i>(NAEYC 4)</i>		
Understands cultural knowledge within the community. That is, what has been done to learn about the community and its culture? <i>(InTASC 2, NAEYC 4)</i>		

**Comments on The Learner and Learning**

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

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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<b>II. Families and Communities</b> <i>Teacher candidate demonstrates an understanding that teaching the whole young child occurs only when family and community are involved, embraced, and reflected in the school context.</i>				
Establishes collaborative relationships with each family (CREATE 4)				
Co-creates respectful and reciprocal family and community relationships (NAEYC 2)				
Co-creates an environment that reflects family compositions, culture, and language (NAEYC 1)				
Connects with the learner and families through understanding of cultural context (inTASC 3.5, CREATE 1)				

**Comments on Families and Communities**

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

Rating Scale:	4 – Accomplished (consistent, exemplary evidence)	3 – Proficient (consistent, proficient evidence)	2 – Emergent (developing, limited evidence)	1 – Not Evident (no evidence)
<b>III. Positive Learning Environment</b> <i>Teacher candidate creates a collaborative environment that supports individuals as self-motivated, active learners and members of broader communities.</i>				
Co-creates an environment in which each learner can achieve their full potential through active engagement, challenges, and promotion of self-motivation (InTASC 1, NAEYC 4, ISTE 1.1.b)				
Invitations are created to increase reasoning, problem-solving, engaging with others, etc. (NAEYC 4b, InTASC 5)				
Supports diverse learning styles, abilities, skills and interests through active measures (InTASC 2, NAEYC 4)				
Maintains a classroom that is healthy, open, respectful, collaborative, supportive, and engaging (InTASC 2, NAEYC 4)				
Establishes and implements shared values for mutual respect and quality work (NAEYC 4)				
Makes effective use of time, space, and high interest materials to engage learner attention in ways that encourage them to experiment and learn (NAEYC 4, ISTE 2.5.b)				
Develops, implements, and clearly communicates norms, expectations, routines, and procedures (NAEYC 4, ISTE 2.6.b)				
Co-creates a classroom that promotes and reflects family and the community (NAEYC 1)				
Children are given opportunities to learn and develop social emotional skills through exploration and play (NAEYC 1, 4)				
Teacher candidate creates opportunities to work with individual children and small groups on specific skills (NAEYC 1, InTASC 3)				

**Comments on Positive 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)
<b>IV. Instructional Practice and Content</b> <i>Within this domain, teacher candidate demonstrates pedagogical content knowledge, including how young children learn in each discipline. Teacher candidate also demonstrates competency in creating family, community, and school partnerships that support young children's learning.</i>				
<b>Family and Community Collaboration</b>				
Uses student and community funds of knowledge to co-create invitations that are relevant to and motivating for students (NAEYC 2)				
Regularly communicates about children with other relevant adults (verbally and non-verbally) in ways that demonstrate respect for and responsiveness to the cultural backgrounds of their students (InTASC 3, NAEYC 2, ISTE 2.4.d)				
<b>Educational Invitations</b> Teacher candidate creates engagements that honor each child as individuals with unique developmental variations, experiences, strengths, interests, abilities, challenges, and approaches to learning as follows: (NAEYC 1b)				
Individualization of Instruction based on Experiences				
Individualization of Instruction based on Strengths and Challenges				
Individualization of Instruction based on Interests				
Individualization of Instruction based Approaches to Learning				
<ul style="list-style-type: none"> <li>Supports children's autonomy in making collaborative and independent decisions during play and learning (ISTE 2.6 a, The Visionary Director)</li> </ul>				
Uses a broad repertoire of developmentally appropriate, culturally and linguistically sustaining evidence-based teaching skills and strategies that are bias-free and reflective of the instructional practices that are: (InTASC 1b, InTASC 2a)				
<ul style="list-style-type: none"> <li>Responsive to Learning Trajectories within Teaching that is Developmentally Appropriate</li> </ul>				
<ul style="list-style-type: none"> <li>Responsive to Learning Trajectories within Teaching that is Culturally Sustaining</li> </ul>				
Responsive to Learning Trajectories within Teaching that is Linguistically Sustaining				
Responsive to Learning Trajectories within Teaching that is Anti-Bias and Anti-Racist				
<ul style="list-style-type: none"> <li>Co-creates a space that is aligned with Culturally-Responsive Trauma-Informed Teaching Practices, including, but not limited to: critical reflection on their own implicit biases, acknowledgment of historical trauma (colonization, structural racism, etc.), and using a strengths-based lens when reflecting on students, their families, and communities (NAEYC 4c, CREATE 1)</li> </ul>				
<ul style="list-style-type: none"> <li>Plans and implements lessons that provide opportunities to support children's intellectual, social, and emotional development (InTASC 2, NAEYC 4, ISTE 2.5.e)</li> </ul>				



<b>Instructional Practice</b>	
<ul style="list-style-type: none"> <li>Creates complete, <u>appropriately-formatted</u> lesson plans and submits for review in a timely manner <i>(ISTE 2.5.b)</i></li> </ul>	
Makes equitable curricular decisions based on the whole child, including family culture, language, community and sociopolitical status of the child <i>(NAEYC 1c)</i>	
Incorporates play as a core teaching practice <i>(NAEYC 4b)</i>	
Activates students' background knowledge by connecting to young children's experiences, family and community, previous learning, and other curricular content <i>(InTASC 2, 4)</i>	
Supports the development of executive function skills for young children <i>(NAEYC 4b)</i>	
<b>Assessment</b>	
Regularly assesses individual and group performance <u>in order to</u> meet learning needs in each area of development. (cognitive linguistic, social, emotional and physical) <i>(InTASC 1a, NAEYC 3)</i>	
Uses documentation as a planning tool <i>(InTASC 6, The Visionary Director*)</i>	
The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible/comprehensible for Emerging Bilinguals <i>(InTASC 2)</i>	
Provides timely, specific and respectful responses to young children <i>(InTASC 8)</i>	
<b>Content</b>	
Teacher candidate uses the central concepts, inquiry tools, and structures of content areas in the planning and instruction for disciplinary content mastery in the following areas: <i>(InTASC 4, NAEYC 5)</i>	
<ul style="list-style-type: none"> <li>Language and Literacy</li> <li>The arts - music, creative movement, drama, visual arts</li> <li>Mathematics</li> </ul>	
Science	
<ul style="list-style-type: none"> <li>Active physical play, physical education, health and safety</li> <li>Social Studies</li> <li>Engages learners in content experiences that encourage questions and analysis <u>in order to</u> master content <i>(InTASC 4, 5)</i></li> <li>Uses and modifies instructional resources, curricular materials, and technologies efficiently to help learners access, evaluate, and apply information <i>(InTASC 4, 8; ISTE 2.5.b, 2.5.c)</i></li> </ul>	

## Comments on Instructional Practice and Content

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

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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### V. Professionalism

*Teacher candidate demonstrates competence in communication skills, advocacy, continuous learning, including self-reflection, and adherence to educational setting expectations.*

Demonstrates an active involvement in the early childhood field by identifying as a member of the profession. Serves as an informed advocate for young children, their families, and the early childhood profession (NAEYC 6a, InTASC 9)

Understands and adheres to school site and University of Arizona standards of practice, which include, but are not limited to being on time and prepared, and aligning with the guidelines of the program (NAEYC 6b, InTASC 9)

Exhibits professional communication skills, including the use of technology-mediated strategies when appropriate, and effectively communicates to support young children's learning and development. This includes responding to communications in a timely manner (ISTE 2.4.a, InTASC 2, NAEYC 6)

Maintains productive relationships with families and colleagues (NAEYC 2)

Engages in continuous learning and actively seeks opportunities for collaboration with peers, mentors, and supervisors to inform and improve practice. Demonstrates an ability to self-reflect in a meaningful manner to improve teaching practice (InTASC 9, 10, NAEYC 6, CREATE 4)

Develops and sustains the skill of reflective and intentional practice in daily work with young children and as members of the early childhood profession. This includes self-assessment, goal-setting, and a commitment to ongoing improvement (ISTE 2.1.a, NAEYC 6)

**Comments on Professionalism**

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

**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:

**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:

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

	Midterm	Final
<b>Students Represented:</b> 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)		
<b>Set-Up:</b> 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		
<b>Procedures:</b> Establishes and follows norms, procedures, and routines		
<b>Behavior Expectations:</b> Communicates clear expectations of student behavior and supports student self-regulation		
<b>Manages Behaviors Quickly:</b> Monitors and responds appropriately to student behavior in a timely manner		
<b>Positive &amp; Respectful:</b> 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.		
<b>Respects Backgrounds/Engages Families:</b> Demonstrates and promotes respect and sensitivity for all students' backgrounds. Involves families in young children's development and learning.		

**Comments on Learning Environment**

<b>Summary:</b>	<b>Summary:</b>	<b>Final</b>
<b>Plan of Action:</b>	<b>Plan of Action:</b>	

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

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

### Comments on Planning and Preparation

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

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

	Midterm	Final
<b>States Expectations:</b> Communicates expectations for learning at the beginning of the lesson and throughout		
<b>Content Accuracy:</b> Provides clarity and accuracy of content which includes essential information		
<b>Academic Language:</b> Uses academic language of the discipline accurately and creates opportunities for students to use the academic language		
<b>Clear Instructions:</b> Provides clear instructions verbally, in writing, and through modeling		
<b>Flexibility:</b> Demonstrates flexibility and sufficient content knowledge to allow for exploration of learner curiosities		
<b>Varied Materials:</b> Uses varied materials, aids, models, representations (including technology), as appropriate		
<b>Varied Delivery:</b> 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.)		
<b>Activities &amp; Applications:</b> Provides activities and choices for learners to demonstrate their knowledge, including creative/original ways and authentic applications		
<b>Student Engagement:</b> Maximizes active participation and paces the lesson to optimize instructional time		
<b>Questioning:</b> 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)		
<b>Formative Assessments:</b> 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.		
<b>Modifies Teaching:</b> Adjusts lesson or content delivery based on student needs		
<b>Summative Assessments:</b> Designs summative assessments that match instruction in content, rigor, and format		
<b>Promotes Self-Assessment:</b> Effectively implements methods for student self-assessment and self-improvement		
<b>Feedback:</b> Provides timely, useful, specific, and respectful responses to learners during the lesson and on assessments		

### Comments on Instruction and Assessment

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

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
<b>On Time &amp; Professional:</b> Attends field experiences on time, prepared, and with a professional appearance		
<b>Responds Timely:</b> Responds to communications in a timely manner and meets deadlines		
<b>Communication:</b> Communicates professionally with and about members of the learning community in all forms, including social media		
<b>Personal Issues:</b> Separates personal and professional issues		
<b>Professional Conduct:</b> Conducts oneself professionally and ethically as an educator		
<b>Families:</b> Communicates with families about instruction and individual progress and engages them in student learning.		
<b>Legal Responsibilities:</b> 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)		
<b>Collaborates:</b> Collaborates regularly with colleagues and members of the school community to inform practice.		
<b>Receptive to Feedback:</b> Accepts and acts upon constructive feedback from mentors, supervisors, and administrators		
<b>Growth:</b> Participates in professional learning opportunities, as appropriate		
<b>Self-Reflect:</b> 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
<b>Summary:</b>	<b>Summary:</b>
<b>Plan of Action:</b>	<b>Plan of Action:</b>

**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:

	<b>4 - Accomplished</b>	<b>3 - Proficient</b>	<b>2 – Emergent</b>	<b>1 – Not Evident</b>
<b>Students Represented</b>	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.
<b>Set Up</b>	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.
<b>Behavior Expectations</b>	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.
<b>Manages Behaviors Quickly</b>	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.
<b>Positive &amp; Respectful</b>	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.
<b>Respects Background</b>	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 :

	<b>4 - Accomplished</b>	<b>3 - Proficient</b>	<b>2 – Emergent</b>	<b>1 – Not Evident</b>
<b>Submitted Plans</b>	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.
<b>Timing</b>	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.
<b>Data &amp; Needs</b>	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.
<b>Standards Based</b>	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.
<b>Connects Content</b>	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.
<b>Active Participation</b>	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.
<b>Materials/Technology</b>	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).
<b>Higher Level Thinking</b>	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.
<b>Accommodations</b>	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.

<b>Sequencing</b>	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.
<b>Collaborates</b>	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:

	<b>4 - Accomplished</b>	<b>3 - Proficient</b>	<b>2 – Emergent</b>	<b>1 – Not Evident</b>
<b>States Expectations</b>	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.
<b>Content Accuracy</b>	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.
<b>Academic Language</b>	Demonstrates mastery of the discipline’s academic language and Early Childhood Education’s multiple opportunities for students to easily and accurately use the academic language.	Uses academic language of the discipline accurately and Early Childhood Education’s 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.
<b>Clear Instructions</b>	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.
<b>Flexibility</b>	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.

<b>Varied Materials</b>	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.
<b>Varied Delivery</b>	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.
<b>Activities &amp; Applications</b>	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.
<b>Student Engagement</b>	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.
<b>Questioning</b>	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).			
<b>Formative Assessments</b>	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.
<b>Modifies Teaching</b>	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.
<b>Summative Assessments</b>	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 Early Childhood Education or use summative assessments that match instruction in content, rigor, and/or format.
<b>Promotes Self-Assessment</b>	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.
<b>Feedback</b>	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:

	<b>4 - Accomplished</b>	<b>3 - Proficient</b>	<b>2 – Emergent</b>	<b>1 – Not Evident</b>
<b>On Time &amp; Professional</b>	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.
<b>Responds Timely</b>	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.
<b>Communication</b>	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.
<b>Personal Issues</b>	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.
<b>Professional Conduct</b>	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.
<b>Families</b>	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.
<b>Legal Responsibilities</b>	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).
<b>Collaborates</b>	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.