

**UNIVERSITY OF ARIZONA**  
Department of Teaching, Learning, and Sociocultural Studies

**TLS 493D: Student Teaching Birth to Preschool & K-3**

**Fall 2025 - 6 credits**

Monday – Friday until August 28<sup>th</sup> and M-Th for the remaining semester

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Office hours – by appointment

Related webpage - [https://www.coe.arizona.edu/field\\_experiences](https://www.coe.arizona.edu/field_experiences)

**Course Description**

The Early Childhood Education student teaching course is designed to provide the experience necessary for preparing to teach in an early childhood setting birth through 3<sup>rd</sup> grade. Students participating in this course will work with a mentor teacher in a classroom using the co-teaching model. At the end of student teaching, student teachers will have the knowledge and skills to begin their profession.

Early Childhood Education student teachers must successfully complete the full student teaching experience in order to receive an Institutional Recommendation for certification. Student teachers will collaborate daily with their mentor teachers, and University of Arizona faculty will be giving guidance through observations, meetings, constructive feedback and evaluations. In addition to experience teaching, this course offers career preparation through professional development, family activities, portfolio development, certification and technical support.

**Course Prerequisites and Co-requisite**

Successful completion of professional education courses, content area courses and program fieldwork is required prior to student teaching. Student teachers must hold a current, valid State of Arizona IVP fingerprint clearance card for the duration of their student teaching experience.

**Course Objectives**

- Students will successfully demonstrate that they meet the InTASC, ISTE, NAEYC Standards aligned with the UA Teacher Candidate Early Childhood Assessment, all University of Arizona Professional Standards as well as the four CREATE Principles.
- Student teachers will demonstrate that they can teach in inclusive learning environments, meeting the needs of students who are English language learners and others who have specialized learning needs for which instruction is customized.
- Students will successfully complete all semester requirements listed in the *Early*

*Childhood Student Teacher Guidebook* as well as requirements determined by their University supervisor.

### **Expected Learning Outcomes: Principles & Standards**

Students in the Early Childhood Education Program are assessed on the CREATE Principles, the Interstate Teacher Assessment and Support Consortium (InTASC) Standards, the National Association for the Education of Young Children Standards (NAEYC) the International Society for Technology in Education National Educational Technology Standards for Teachers (ISTE NETS-Teacher), and the University of Arizona Teacher Preparation Programs Professional Standards. The Principles and Standards work in concert. By addressing them, 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.

### **CREATE**

- Principle 1: Promoting early childhood educators' understanding of the cultural knowledge and skills “funds of knowledge” within diverse cultural communities.
- Principle 2: Using literature as a base for children’s understandings of themselves and others.
- Principle 3: Involving families in literacy education for children – and for teachers.
- Principle 4: Providing prospective and practicing teachers and teacher educators with opportunities to work and reflect together in community and school settings.

### **InTASC Standards**

- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.

- 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.
- Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- 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.

### **NAEYC**

- Standard 1. Promoting Child Development and Learning: Candidates use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children.
- Standard 2. Building Family and Community Relationships: Candidates know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.
- Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families: Candidates 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 children's development and learning.
- Standard 4. Teaching and Learning: Candidates integrate their understanding of and relationships with children and families; their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for all children.
- Standard 5. Becoming a Professional: Candidates identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

### **ISTE**

- #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.
- #2: Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment

incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills and attitudes identified in the NETS\*S.

- #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.
- #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.
- #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.

### **University of Arizona Professional Standards**

Teacher candidates at the University of Arizona demonstrate a commitment to their academic program and to education by:

- attending, being on time, and being prepared for scheduled classes and field experiences;
- having a professional appearance;
- communicating professionally and respectfully orally and in writing with peers, colleagues, instructors, K-12 students, teachers, administrators, families, and community members;
- looking beyond self and respecting differences of race, ethnicity, language, social class, national allegiance, cultural heritage, disability or perceived disability, gender, and sexual orientation;
- accepting and acting upon reasonable criticism;
- understanding and respecting others' perspectives;
- questioning and testing their assumptions about teaching and learning;
- separating personal and professional issues;
- exhibiting their knowledge through inquiry, critical analysis, and synthesis of the subject;
- maintaining or exceeding the minimum grade point average of 2.5 G.P.A.

### **Required Texts**

- *Early Childhood Student Teaching Guidebook* Teacher, which can be found online or purchased at Fast Copy's website

### **Grade policies**

The student teacher who successfully completes the student teaching requirements as outlined in this document and the *Early Childhood Student Teaching Guidebook*, and who satisfactorily meets the criteria on the FINAL student teaching evaluation instrument\*, will receive the grade of "P" (pass) and receives the credit for the course. The student teacher who has been evaluated by the University of Arizona supervisor, cooperating teacher, and University of Arizona faculty as not meeting the requirements outlined in this document and the *Early Childhood Student Teaching Guidebook*, and/or the FINAL student teaching evaluation instrument\*\* will receive a "F" (fail).

\*Satisfactory completion (P) on the FINAL student teaching evaluation instrument is defined as proficient (3) and/or accomplished scores (4) for all/most criteria. Satisfactory completion may

include an emergent score (2) on a criterion or criteria as long as the preponderance of scores in any one of four domains (Learning Environment, Planning & Preparation, Instruction & Assessment & Professionalism) and over the document as a whole, are at a level 3 or above.

**\*\*One or more of following criteria meets the definition of unsatisfactory completion (F) on the FINAL student teaching evaluation instrument:**

- 1) An earned a rubric score of “not evident”(1) in any criteria, OR
- 2) A preponderance of earned “emergent” scores (2) in any one domain (Learning Environment, Planning & Preparation, Instruction & Assessment & Professionalism), OR
- 3) A preponderance of earned “emergent” scores (2) over the document as a whole.

Neither a passing or failing grade is included in the computation of the graduation grade average.

Reminder: A requirement of the student teaching is to turn in all required materials to the Office of Field Experiences. Grades will not be posted until all documentation is submitted.

### **Required Work**

A Pass/Fail grade is assigned based on the successful completion of the all of the following:

- Benchmark Assignments: While student teaching is a cumulative, cohesive experience, each course must have a Benchmark Assignment. The Benchmark Assignments include:
  - A portfolio which includes all required artifacts and is part of the Benchmark Assignment. Refer to the “Portfolio Assessment” in the *Early Childhood Program Guidebook* for rubric.
  - Midterm and Final assessments, which are part of the Benchmark Assignments. Refer to the “Midterm and Final Assessment” in the *Early Program Guidebook* for rubrics.
- Attendance at Student Teacher/Mentor Teacher Orientation Meeting, which is scheduled at the beginning of the student teaching semester, and the CREATE Professional Development Opportunities (PLOs) scheduled throughout the semester.
- All responsibilities outlined on the Responsibility Schedule.
- All required University of Arizona supervisor assignments.
- All assigned readings, including but not limited to the current *Early Childhood Program Guidebook*.
- The time card which reflects 60 days of student teaching. Additional information on the time card can be found in the *Early Childhood Program Guidebook*.

### **Calendar & Attendance**

Student teachers are required to be at school the same hours required for their full time cooperating teacher for 60 days during the semester, with the exception of the days when UArizona classes are held. This includes staff meetings, school activities and family and community events. 60 days of student teaching is a requirement for passing student teaching.

Start and end dates are established by the University of Arizona. This semester begins on the date your assigned school district teachers report after summer break (See handout from S25). Additional information on the calendar can be found in the *Early Childhood Education Program Guidebook*.

### **Absence Policies**

The UA's policy concerning Class Attendance, Participation and Administrative Drops is available at <http://catalog.arizona.edu/2015-16/policies/classatten.htm>

The UA policy regarding absences for any sincerely held religious belief, observance or practice will be accommodated where reasonable, <http://policy.arizona.edu/humanresources/religious-accommodation-policy>.

Absences pre-approved by the UA Dean of Students (or Dean Designee) will be honored. See <http://uhap.web.arizona.edu/policy/appointed-personnel7.04.02>

Dependability and punctuality are critical qualities in the profession of teaching and your regular attendance and punctuality are important to your success in student teaching. On time attendance & regular attendance is just as important for remote teaching as it is for in-person teaching.

If you are sick or have an emergency that requires you to miss or be late for student teaching, you should notify both your Supervising Practitioner AND the Program Supervisor as soon as possible. Your arrivals and departures along with attendance will be noted on a time sheet in the classroom. Being absent or late may lead to being removed from your placement.

All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion. Absences pre-approved by the UA Dean of Students (or Dean's designee) will be honored (for example, absences required of athletes).

Attendance for the student teaching semester is an important part of developing professionalism. Student teachers are required to attend all calendar days that the school is in session, including planning and staff development days. Your hours are the ones the school district requires teachers to work, not the children's attendance hours. However, you should plan to spend as much time at school as is needed to effectively plan and prepare for teaching. See the calendar in the *Elementary Education Student Teaching Guidebook* for additional information.

If a circumstance arises that necessitates a need for an extended absence, an exception to attendance form must be completed and submitted in person to the Director of Field Experiences for review and approval.

<https://deanofstudents.arizona.edu/absences>

### **Extended Absences (More than one week)**

- Extended Absences are addressed by University policies:

<https://deanofstudents.arizona.edu/policies/attendance-policies-and-practices>

Students who need to miss more than 1 week of classes (or the equivalent for accelerated courses) **should provide documentation to the Dean of Students office** [DOS-deanofstudents@email.arizona.edu](mailto:DOS-deanofstudents@email.arizona.edu)

## **Incomplete or Withdrawal Policies**

**University of Arizona Policy:** Requests for incomplete (I) or withdrawal (W) must be made in accordance with University policies, which are available at <https://catalog.arizona.edu/policy/courses-credit/grading/grading-system>.

Additional Information about University Incomplete Policy:

- Remember: “The grade of I may be awarded only at the end of a term, when all but a minor portion of the course work has been satisfactorily completed. The grade of I is not to be awarded in place of a failing grade or when the student is expected to repeat the course; in such a case, a grade other than I must be assigned. Students should make arrangements with the instructor to receive an incomplete grade before the end of the term.”

**Behavior in an Instructional Setting:** It is assumed that students will not demonstrate disruptive behavior. See <http://policy.arizona.edu/disruptive-behavior-instructional> for more information. This includes:

- Possession of drugs, alcohol or firearms on university property is illegal.
- Smoking and soliciting are not allowed in classrooms. Eating and drinking only allowed with prior approval of the instructors.
- Pets, telephones, pagers and other electronic devices that distract students are not allowed in classrooms.
- Students creating disturbances that interfere with the conduct of the class or the learning of other students will be asked to leave and campus police may be contacted.
- The classroom should be a safe place; therefore, we expect students to respect the teaching/learning environment and each other. We do not tolerate any form of harassment.
- All cell phones, pagers, and other electronic devices should be turned off in the University and school classrooms. If you have an emergency situation, you may set your phone on vibrate and step out of class to receive a call. This exception must be explained to the instructors prior to the class.

**Student Code of Academic Integrity:** Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. <http://deanofstudents.arizona.edu/academic-integrity/students/academic-integrity>.

**Threatening Behavior by Students:** The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the University community, including one's self. See <http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students>

**Accessibility and Accommodations:** Our goal in this course is that learning experiences be as

accessible as possible. If you anticipate or experience physical or academic barriers based on disability, please let me know immediately so that we can discuss options. You are also welcome to contact Disability Resources (520-621-3268) to establish reasonable accommodations. For additional information on Disability Resources and reasonable accommodations, please visit <http://drc.arizona.edu/>.

If you have reasonable accommodations, please plan to meet with your Program Supervisor by appointment to discuss accommodations and how my course requirements and activities may impact your ability to fully participate.

Please be aware that the accessible table and chairs in classrooms should remain available for students who find that standard classroom seating is not usable.

**UA Nondiscrimination and Anti-harassment Policy:** The University is committed to creating and maintaining an environment free of discrimination, <http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy>

This course provides an experience where everyone is encouraged to express well-informed opinions and their reasons for those opinions. We also want to create a tolerant and open environment where such opinions can be expressed without resorting to bullying or discrimination of others.

***Information contained in the course syllabus, other than the grade and absence policy, may be subject to change with advanced notice, as deemed appropriate by the instructor.***



This course is offered within the Department of Teaching, Learning and Sociocultural Studies which has an established Social Justice Statement which is part of this course syllabus.

**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.