



College of Education

ELEMENTARY
STUDENT TEACHING
GUIDEBOOK

TEACHER CANDIDATES

PROGRAM SUPERVISORS

SUPERVISING PRACTITIONERS

2025-2026



Introduction

The University of Arizona, College of Education is committed to providing our students with a positive, professional, and practical student teaching experience in linguistically, culturally and economically diverse educational settings. University program supervisors, along with supervising practitioners, are the professionals who work with teacher candidates to help them have a successful student teaching experience. The work done together will encourage teacher candidates to enter the education profession as enthusiastic and effective teachers who focus on the right work with students.

This edition of the “Elementary Teacher Candidate Guidebook” is meant to be a resource guide with practical information to help teacher candidates, University program supervisors and supervising practitioners understand their roles and responsibilities. The University of Arizona, College of Education has a variety of Student Teaching program models and as such, this guidebook is not all inclusive. More specific information may come to you in other forms. Teacher candidates have a responsibility to regularly check UA email accounts for updates that may occur throughout the semester.

As the Director of Field Experiences, I want to welcome you to the University of Arizona, College of Education student teaching semester and thank you in advance for your commitment to make the Teacher Preparation Program and specifically the Student Teaching Experience, a positive, professional and practical experience, which will prepare teachers for future success in the classroom.

Sincerely,

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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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College of Education

University of Arizona
Teacher Preparation Programs
Professional Standards
&
Insurance Disclosure Statement

Office of Field Experiences

The University of Arizona

Teacher Preparation Programs Professional Standards

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

Academic Standards

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

- [InTASC Standards](#)
- [ISTE NETS-T Standards](#)

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](#)
 - [Threatening Behavior Policy](#)
 - [Non-Discrimination and Anti-Harassment Policy](#)
 - [Code of Academic Integrity](#)
 - [University of Arizona Professional Preparation Programs \(U of A PPP\)](#)
- 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.

Adherence to Standards

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

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 organized and up-to-date records of field experience, which may include time card, lesson plans, phase-in schedule, observation notes, reflections, etc.

Professional Standards – InTASC & NETS

I. The Learner and Learning

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

II. Content

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

III. Instructional Practice

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

IV. Professional Responsibility

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

V. Educational Technology

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



College of Education

Teacher Candidate Information

Office of Field Experiences

TLS – 493 Student Teaching Policies – Elementary

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. You are encouraged to stay as long as your mentor teacher when your schedule allows 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. One-on-one contact between a student teacher and a student is permitted only when either is:
 - a) in plain sight of passersby or witnesses *and* b) in an classroom/office or other unlocked space with the door(s) open and in a building open to the public at the time of the interaction
9. A student teacher is never allowed to transport a minor student in our program with or without parental permission.
10. A student teacher is never allowed to administer any form of medication including over the counter drugs to a minor student in our program with or without parent permission. Refer all health needs to the school health office.
11. Satisfactory completion of student teaching (P) requires the following **two** criteria:
 - a) A satisfactory performance on the FINAL student teaching evaluation instrument
Satisfactory performance is defined as a rubric score of “3” or above for the majority* of the criteria in each of the four domains on the evaluation instrument. (Learning Environment, Planning & Preparation, Instruction & Assessment & Professionalism & Growth). Satisfactory completion may include emergent scores of “2” provided the majority of individual scores in any one of the four domains are at a level “3” or above, AND
 - b) Satisfactory completion of the student e-portfolio. This includes providing appropriate evidence of required criteria by due date as specified by the program supervisor.Unsatisfactory completion of student teaching (F) is defined as any **one** of the following criteria:
 - a) An earned rubric score of “not evident” (1) in any criteria on the FINAL student teaching evaluation instrument, OR
 - b) A majority* of earned “emergent” scores (2) in any one domain (Learning Environment, Planning & Preparation, Instruction & Assessment and Professionalism & Growth) on the FINAL student teaching evaluation instrument, OR Submission of an incomplete portfolio or failure to submit a portfolio.

Arizona State Board of Education
Professional Practices for Certificate Holders

Standards for Imposing Certificated Educator Sanctions

Consistent with A.R.S. §15-203(20), the State Board of Education may impose disciplinary action upon a certified individual, including a letter of censure, suspension, suspension with conditions or revocation of a certificate upon a finding of immoral or unprofessional conduct.

Criminal Offenses

Pursuant to administrative code R7-2-1307 and ARS § 15-550, the Board shall revoke the certification of a person who has been convicted of or admitted in open court or pursuant to a plea agreement any of the following criminal offenses in this state or similar offenses in another jurisdiction:

1. Sexual abuse of a minor
2. Incest
3. First-degree murder
4. Second degree murder
5. Manslaughter
6. Sexual assault
7. Sexual exploitation of a minor
8. Commercial sexual exploitation of a minor
9. A dangerous crime against children as defined in A.R.S. §13-604.01
10. Armed robbery
11. Aggravated assault
12. Sexual conduct with a minor
13. Molestation of a child
14. Exploitation of minors involving drug offenses

Upon notification that a certificated individual has been convicted of a nonrenewable offense, the Board shall revoke the certificate.

Unprofessional and Immoral Conduct

Individuals holding certificates issued by the Board pursuant to R7-2-601 and individuals applying for certificates issued by the Board pursuant to R7-2-601 shall:

1. Make reasonable efforts to protect pupils from conditions harmful to learning, health, or safety;
2. Account for all funds collected from pupils, parents or, school personnel;
3. Adhere to provisions of: the Uniform System of Financial Records related to use of school property, resources, equipment; and
4. Abide by copyright restrictions, security, or administration procedures for a test, or assessment.

Individuals holding certificates issued by the Board pursuant to R7-2-601 and individuals applying for certificate issued by the Board pursuant to RT 2-6-01 shall not:

1. Discriminate against or harass any pupil or school employee on the basis of race, national origin, religion, sex, including sexual orientation, disability, color or age;
2. Deliberately suppress or distort information or facts relevant to a pupil's academic progress;
3. Misrepresent or falsify pupil, classroom, school, or district-level data from the administration of a test or assessment;
4. Engage in a pattern of conduct for the sole purpose or with the sole intent of embarrassing or disparaging a pupil;
5. Use professional position or relationships with pupils, parents, or colleagues for improper personal gain or advantage;
6. Falsify or misrepresent documents, records, or facts related to professional qualification or educational history or character;

7. Assist in the professional certification or employment of a person the certificate holder knows to be unqualified to hold a position;
8. Accept gratuities or gifts that influence judgment in the exercise of professional duties;
9. Possess, consume, or be under the influence of alcohol on school premises or at school-sponsored activities;
10. Illegally possess, use, or be under the influence of marijuana, dangerous drugs, or narcotic drugs, as each is defined in A.R.S. § 13-3401;
11. Make any sexual advance towards a pupil or child, either verbal, written, or physical;
12. Engage in sexual activity, a romantic relationship, or dating of a pupil or child;
13. Submit fraudulent requests for reimbursement of expenses or for pay;
14. Use school equipment to access: pornographic, obscene, or illegal materials;
15. Engage in conduct which would discredit the teaching profession.

Individuals found to have engaged in unprofessional or immoral conduct shall be subject to, and may be disciplined by the Board.

Resignation as an Unprofessional Act and Penalty: ARS §15-545

A certificated teacher shall not resign after signing and returning his contract, unless the resignation is first approved by the governing board. A teacher who resigns contrary to this section shall be deemed to commit an unprofessional act and, upon request of the governing board, shall be subject to such disciplinary action, including suspension and revocation of certificate, as the state board of education deems appropriate.

Failing to Report of Immoral or Unprofessional Conduct

Pursuant to ARS §15-5 14, any certificated person or governing board member who reasonably suspects or receives a reasonable allegation that a person certificated by the state board of education has engaged in conduct involving minors that would be subject to the reporting requirements of section 13-3620 (mandatory reporting) shall report or cause reports to be made to the department of education in writing as soon as reasonably practicable but not later than three business days after the person first suspects or receives allegation of the conduct.

The superintendent of a school district or the chief administrator of a charter school who reasonably suspects or receives a reasonable allegation that an act of immoral or unprofessional conduct that would constitute grounds for dismissal or criminal charges by a certificated person has occurred shall report the conduct to the department of education.

Failure to report information as required in ARS §1 5-514 by a certificated person constitutes grounds for disciplinary action by the state board of education

A governing board member or school district employee who has control over personnel decisions and who reasonably suspects or receives reasonable allegation that a person certificated by the state board of education has engaged in conduct involving minors that would be subject to the reporting requirements of ARS §§ 13-3620 and 15-514 shall not accept the resignation of the certificate holder until these suspicions or allegations have been reported to the State Board of Education.

Filing a Complaint against a Certificate Holder

The Investigative Unit may be reached at (602) 542-2972 or

investigation@azed.gov

For Further Information: Call or Email State Board of
Education

(602) 542-5057 inbox@azsbe.az.gov Updated 10/28/16

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.

UNITED STATES AND STATE OF ARIZONA TEACHER CANDIDATE RESPONSIBILITIES

Family Educational Rights and Privacy Act (FERPA) Highlights

- Parents and students over age 18 have a right to review educational records of their children and may seek to amend the record if they believe the record to be inaccurate.
- Schools must transfer records when students transfer.
- Without consent of the parent or eligible student, education records can be disclosed to school officials designated as having “legitimate educational interest.” (to perform education, to provide services, etc.)
- Under FERPA, disclosure of educational information to an individual or agency outside the school, school district, or state education agency – a third party – is generally NOT allowed without prior consent of a parent. This includes conversations.

Read the full information at ferpa.coe.arizona.edu

Mandatory Reporting

Under A.R. S. 13-3620 a school employee may be subject to a class six felony criminal charge for failing to make a mandatory report concerning child abuse, neglect, and “reportable sex offense.” Any district employee who “reasonably believes that a minor is or has been the victim of physical injury, abuse, a reportable offense or neglect that has been inflicted on the minor by other than accidental means...shall immediately report or cause reports to be made of this information to the peace officer or to CPS except when the abuser is known to be someone other than a parent, guardian, or custodian, reports shall be made to law enforcement only...”

The standard for making reports pursuant to A.R.S. 13-3620 is a “reasonable belief.” This means “if there are any facts from which one could reasonably conclude that a child has been abused, the person knowing those facts is required to report those facts.

Reports required of this statute should be made to either the local law enforcement agency (911) or child protective services (1-888-SOS-CHILD). Generally, if the suspected abuse is committed by a family member or legal guardian, the report should be made to child protective services. All other reports should be made to law enforcement.

A child may self-report the information. Read these important notes should a child self-report to you.

- Do not interview the child. Multiple interviews of a child must be avoided. Let law enforcement interview the child.
- Only ask the child the following questions. What happened? Who did it? Where did it happen?
- One sentence of information from a child may be enough to trigger the reporting statute.
- Document child’s exact words on the reporting form.

When should the report be made? The suspected abuse should immediately be reported to appropriate authorities either in person or by telephone. Second, the statute requires that this be followed by a written report within seventy-two hours. (Keep copious notes about your reporting!)

Read the full information on the [State of Arizona Child Abuse Reporting Procedures](#)
(Click State of Arizona Child Abuse Reporting Procedures tan tab in body of page.)

FERPA - What does this mean for you right now?

This is a federal law which is a large and important responsibility.

1. You may not discuss the educational records, standing, status, or even darling anecdote of a student or students with whom you work with anyone **if you use a name or any other identifying information** that could link the information with that particular student. To be safe, keep all information confidential. This includes not sharing information with roommates, family members, etc.
e.g. Okay to share – I once worked with a student who had dyslexia.
Not okay – One of my students sees a speech therapist for dysfluency.
(Note: It is likely easy to know which student of yours stutters when speaking or leaves the room with the speech pathologist. The person with whom you speak may speak to someone who knows that child in your class.)
2. You can share educational records of your students with other educators at the site on an as needed basis when there is a legitimate purpose. (E.g. The counselor may need to know how a particular child is doing academically or socially.)

Mandatory Reporting – What does this mean for you right now?

This is scary responsibility because you have the power to save students from harm. Note that failure to follow this law could affect your teacher certification status.

1. If you have “reasonable belief” a student, who is a minor, has been a victim of physical injury or abuse or neglect it is YOUR responsibility to report that suspicion to law enforcement. Know that the standard of “reasonable belief” is lower than the standard for “beyond a reasonable doubt” required in trials.
If you simply tell your mentor teacher or the administrator, your responsibility IS NOT relinquished. If it is your suspicion, it is your responsibility to call 911 or Child Protective Services at 1-888-SOS-CHILD. It is, however, a good idea to let your mentor teacher and school administrator know you made this call.
2. REMEMBER: Don’t interview the student with probing questions that could interfere with the investigation. One sentence from a child may be enough to establish a reasonable belief.
You are not a trained investigator. See questions below that you are allowed to ask. Do not ask third parties any questions. Do not speak with the accused. Only ask the questions if the student doesn’t spontaneously volunteer the information. Resist the urge to ask more questions.
Q1 what happened to you?
Q2 Who did this?
Q3 where did it happen?

RISK MANAGEMENT SERVICES

University Services Annex 300B
220 W Sixth St., East Building 2nd Floor PO Box 210300
Tucson, Arizona 85721-0300
Ofc: (520) 621-1790
Fax: (520) 621-3706
<http://risk.arizona.edu/>

DISCLOSURE: INSURANCE COVERAGE FOR UNIVERSITY INTERNSHIPS FOR CREDIT

INTRODUCTION

This document is prepared to provide guidance to students and academic programs regarding the types of insurance coverage available to students enrolled in university internship opportunities. The University of Arizona participates in a statutory program of insurance administered by the Arizona Department of Administration, Risk Management Division, as authorized in Arizona Revised Statutes §41-621 *et seq.* Insurance coverage described herein is governed by the provisions outlined in this statutory insurance program.

WHAT ARE INTERNSHIPS?

An internship is a guided learning experience offered by an organization with the student's academic program and preparation for future employment in mind. An internship is a temporary practical assignment, usually lasting only 1-2 academic terms, with no guarantee of ongoing or future employment. To award credit for internships, academic departments require academic assignments, assess learning, and determine whether/how much academic credit is due. Students must coordinate with the designated individual within their academic department to determine if the internship will be eligible for academic course credit, and what documentation will be required to support award of credit. The nature of the for-credit internship, and the arrangement in place between the UA and the training site will also influence the availability of one or more types of insurance coverage listed below.

INTERNSHIP DOCUMENTATION

Insurance coverage for university internships for credit may be applicable if there is written approval from the academic advisor or faculty member that documents a connection between the training opportunity and the student's academic program curriculum. The University of Arizona recommends that this approval be documented by the UA Student Intern Work Plan form and include acknowledgement by the student of receipt of this insurance disclosure.

A training affiliation agreement between the UA and the training site is the preferred method to document an ongoing relationship, and establish the responsibilities of all parties, when the training site does not consider student interns to be employees of their organization.

Affiliation agreements specify which party provides insurance coverage, and the type and extent of that coverage. If there is an expectation that an internship relationship with a training site will be continuing, and the site does not consider interns to be employees of the organization, the academic program should consider formalizing an affiliation agreement with the training organization. Contact Sponsored Projects and Contracting Services or Arizona Health Sciences Contracting for guidance.

If there is no written approval documentation establishing a UA connection to the internship or training activity as a part of the student's academic program, such as the UA Student Intern Work Plan form, UA insurance is NOT APPLICABLE to that activity. In such cases, the student participant assumes all risk of participation.

TYPES OF INSURANCE

Several types of insurance may be applicable to an internship opportunity. These are listed and discussed in detail below:

Liability Insurance (General and Professional Liability) – This coverage insures an individual or an organization against claims alleged to be the result of negligent acts or omissions. An intern, acting in the course of their authorized duties, is insured by the State of Arizona for liability claims that allege injury or harm caused by the negligence of the intern. Liability insurance pays for legal counsel to defend that claim, and pays damages awarded to the claimant either through settlement or jury award if the case goes to trial. The statutory insurance program described above covers both general and professional liability.

Workers' Compensation – This insurance covers on-the-job injuries to employees, including authorized medical treatment expenses and lost wages if the injury requires missing work. If an internship training site hires a student intern as an employee, then that employer is responsible for providing worker's compensation coverage. Occasionally, an affiliation agreement requires the UA to provide workers' compensation coverage for interns who are neither employees of the UA nor the internship training site. UA Risk Management Services has collaborated with the Arizona Department of Administration, Risk Management Division, to provide this coverage on an extent required basis. Please contact UA Risk Management Services for guidance regarding UA/State of Arizona provided workers' compensation insurance for student interns.

International Insurance – University insurance covers international travel only when it is conducted as a part of official university business. University processes for travel authorization and itinerary registration must be followed to identify the travel as having an official UA purpose, and to ensure rapid access to insurance and assistance if needed while abroad. Most internship experiences are not considered university business. Students registered for Study Abroad units are automatically enrolled in an international insurance program that provides emergency medical care, emergency evacuation, etc. All other students interning internationally are responsible for their own travel and emergency coverage. Contact UA Study Abroad for guidance.

Health Insurance – University students are expected to arrange for their own health insurance through Campus Health, through a family relationship, or directly from a health insurance provider. UA Risk Management Services (RMS) coordinates university insurance coverage with the State of Arizona, and can assist university departments with coverage questions, and determining which type of insurance is applicable to a particular situation. Contact RMS at 520-621-1790 or risk@email.arizona.edu for assistance.

Eligibility Requirements

Teacher candidates must:

- Have a current, valid Arizona State Department of Public Safety IVP fingerprint clearance card to be eligible to student teach.
More information can be obtained on the DPS website at [Arizona Department of Public Safety](#)
- Maintain a 3.0 GPA to be eligible for student teaching
- Attend all required pre-student teaching meetings. Two take place during Professional Learning Time (student teaching application meeting and student teaching placement meeting). 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.

Policy Regarding Placements

It is a College of Education policy that student teachers not be placed in schools where their child or relatives attend or work, unless that school is the only available placement, such as in the case of bilingual Chinese Immersion placement. Generally, Teacher Candidates are not placed at sites where they have been employed. However, individual student requests will be considered in employment cases.

The Director of Field Experiences will work with the school district administrators to place teacher candidates with Supervising Practitioners who are qualified and available.

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. Learn more at University of [Arizona's Disability Resource Center](#).

Placement Guidelines for the Elementary Program

Teacher candidates are placed in fieldwork and student teaching placements in area schools that are established UArizona Elementary partner schools and classrooms. Partner classrooms are classrooms that have been vetted by UArizona faculty and staff as K-8 classrooms which align with the Elementary 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 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, work with students and make these placements.

Arizona 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. Students who become “fellows” by virtue of this scholarship selection process, the school district has input into placement and 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 [Trina Zimmermann](#) or [Maggie Shafer](#) 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, only for the student teaching semester, and if the following conditions are met:

1. The student requesting the exception first meets with the Director of Field Experiences who provides an overview of the process and supplies the Exception to Placement form and due date.
2. The request is made by midterm in the semester prior to student teaching.
3. There is a ***compelling*** and ***unique reason*** for the exception. Compelling means a powerfully strong case which is hard to refute. Unique is defined as unlike anything/anyone else. For example, a parent of a child with special needs might create a compelling rationale. A student who cannot afford to travel to their assigned school would not be a unique reason for exception.
4. If the exception were to be granted, placement would not compromise the goals of the program such as:
Classroom setting can still be diverse socio-economically, linguistically, and culturally.
Pedagogical practices in the fieldwork setting need to align with program expectations.
Supervision at that setting can be arranged in a practical manner.
5. An intention to file the placement request is discussed with the site coordinator prior to completing the Exception to Placement Process Request Form.
6. The Exception to Placement Process Form should be submitted to the site coordinator or Director of Field Experiences no later than by 12 weeks before the end of the semester prior to student teaching. (see #1 above)
7. Questions can be directed to [Trina Zimmermann](#) or [Maggie Shafer](#).
8. An independent committee will review the Exception to Placement submission and will render a decision, with an explanation, within two weeks of submission.

Placement Process for Student Teacher Candidates

1. Teacher Candidates will receive a potential student teaching placement information packet from the Director of Field Experiences, to include:
 - A. Potential Placement Information
 1. Supervising Practitioner/Cooperating Teacher
 2. Grade Level/Subject Area
 3. School Name
 4. School Phone Number
 - B. Copies of Professional Expectations for Teacher Candidates
 - C. Student teaching agreement form
 - D. Important Information
2. Any requests for exceptions to placement should be made to the site coordinator and/or the Director of Field Experiences at the time of the student teaching application. The Exception to Placement Process includes an application and UArizona committee review and recommendation.
3. School district administrators, principals, or directors approve potential supervising practitioners.
4. Once the teacher candidate, supervising practitioner, and site coordinator agree to the placement the principal or director of the local educational agency (LEA) must also agree.
5. The “Student Teaching Agreement” form is signed by the Supervising Practitioner, Principal or Director, and Teacher Candidate. Signed agreement forms must be returned to the Office of Field Experiences.
6. Student teachers are responsible for returning agreement forms.
7. Student teaching placements are not confirmed until signed agreement forms are returned to the Director of Field Experiences.

Exception to Placement Process Request Form- For Student Teaching Only

Name: _____

Date: _____

Present Cohort Site: _____

Student Teaching Semester: _____

Previous Fieldwork: Please list the name of the site, teacher and grade level for all TLS394 practicum placements)

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

TLS394, Semester 1 (This course accompanied your TLS300 coursework. This was a ½ day placement.)

TLS394, Semester 2 (This was your 1st - 1 day/week placement.)

TLS394, Semester 3 – (This was your 2nd – 1 day/week placement.)

TLS 493 Semester 4 - *if applicable*

Statement: Provide a statement which includes your request for an exception to the Program assigned student teaching placement. Request should include:

- rationale for exception, that is, why the placement you are proposing is as/more appropriate for you taking into the Program goals and expectations – demonstrating an ability to work in diverse socio-economic, linguistics, and cultural communities in public education setting; and
- also address what worthwhile outcomes could come as a result of an exception to placement in your case.
- **Acceptable rationale demonstrates that the need is unique and compelling – Unique is defined as unlike anything/anyone else and compelling is defined as a powerfully strong case which is hard to refute.**

Elementary Student Teaching Agreement Form

Dates/Times

Student teaching in the Elementary program is a full time experience at one school site with an assigned Supervising Practitioner where Teacher Candidates phase into team teaching and are responsible for lead teaching for 20 days. Students who will student teach for ½ of their semester internationally, will lead teach for 15 days stateside.

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**

Training to serve as a Supervising Practitioner will occur before the student teaching semester begins. The location, date and time of the orientation will be announced as soon as agreement forms are returned.

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 [Trina Zimmermann](#) or [Maggie Shafer](#).

To be completed by the TEACHER CANDIDATE:

Name: _____

Grade/& Subject (if Middle School) to be taught: _____

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 493a or TLS493e and dismissal from the UA Elementary 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).

Signature: _____ Date: _____

To be completed by the PRINCIPAL:

Name: _____

Preferred Email: _____

Preferred Phone: _____

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

Signature: _____ Date: _____

Student Teacher Semester/Calendar Requirements

For information for calendar schedule see item # 4 and # 5 in Student Teaching Policies on previous page. In short, teacher candidates will follow the teacher and school's calendar with regard to hours, holidays and breaks.

Teacher candidates are required to student teach for the minimum number of days set forth in your program, for no fewer than 66 days. Your calendar will be provided to you the semester before you student teach. You will have full or co-teaching responsibility for the classroom, planning and instruction for 20 days. More days may be required in specific circumstances as student needs arise.

Substitute Teaching

Teacher candidates are allowed to substitute teach during their required days of student teaching only if they have obtained an AZ Emergency Substitute Certificate and only in the classroom of their mentor teacher. Special exceptions may be considered and approved by the Director of Field Experiences; however, these situations must be approved.

Attendance

Required Daily Hours

Teacher candidates are required to be at school the same hours required for their supervising practitioner. Any adjustments to this must be approved by the university supervisor and cooperating teacher.

Absences

Teacher candidates are required to notify their cooperating/mentor teacher and their university supervisor 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. Days missed will be added to the end of the semester to complete the required number of student teaching days. Any exceptions for missing student teaching days must be approved by the Director of Field Experiences. There is an exception to attendance form that must be completed in those cases.

Examples - COUNTED AS STUDENT TEACHING DAYS (Teachers spend the whole day at school or workshops)	NOT COUNTED AS STUDENT TEACHING DAYS
In-service Days/Student Record Days/ Grading Days	Labor Day
Professional Development Days	Veteran's Day
Parent/Teacher Conference Days	Thanksgiving Holidays (Thursday and Friday)
Early Release Days (For Students)	Martin Luther King/Civil Rights Day
Career Fair Day (Spring, only) (Student Teachers report to U of A Campus)	Rodeo Days
Capstone class ½ and full days	School Fall/Spring Break Days

RESPONSIBILITY SCHEDULE INFORMATION

The Responsibility Schedule is a suggested four-part sequence for the teacher candidates and supervising practitioners. It is a norm from which the supervising practitioners, teacher candidates and program supervisors will work when structuring the teacher candidates' semester. In instances where the teacher candidates have had previous field experiences in the mentor's classroom, the schedule might be accelerated; in instances where a student teacher is progressing slowly, the schedule will be adjusted accordingly. In all cases it is essential that the supervising practitioner remain actively involved in the instructional program, monitoring the teacher candidates' progress closely. The university supervisor will collaborate with the team to insure that the teacher candidate does meet the minimum four week requirement of maximum teaching responsibility and completes the required number of days of student teaching. It is important to remember that teacher candidates' calendars will need to be monitored and adjusted throughout the student teaching experience as this is good teaching practice.

All teacher candidates are required to complete a Responsibility Schedule and submit it to their university supervisor for approval as early in the semester as possible. The university supervisor will likely have a deadline by which the responsibility schedule is due.

RESPONSIBILITY SEQUENCE FOR CO-TEACHING MODEL

1. Transition to Co-Teaching Model
2. Assuming Partial Responsibility
3. Lead Responsibility (Co-Teaching Encouraged)
4. Transition Back to Single Teacher Model

An editable, electronic version of the responsibility schedule may be found on the [Office of Field Experience](#)'s resource page under the "Guidebooks and Other Resources" tab.

<div>RESPONSIBILITY SEQUENCE</div> <div>Week One: TRANSITION TO TEACHING</div>
--

TEACHER CANDIDATE (Minimum Responsibilities)

- Becomes familiar with all procedures and classroom management plan; works with students to help them follow the procedures and classroom management plan.
- **Becomes familiar with classroom environment and the school learns the school's emergency procedures as well as the AZ State Mandatory Reporting State Statute.**
- If this is a new setting, learns names of pupils; becomes aware of friendships and sub-groups; becomes acquainted with unique needs of individual students.
- Observes instruction following lesson plan prepared by supervising practitioner.
- Participates in classroom routines (opening activities, attendance, recording grades, handing out/collecting material, supervision outside classroom) and learns daily schedule.
- Instructs in a limited sense, administers tests, tutors, and conducts short informal segments of the lesson working in small groups.
- Attends faculty meetings and school events.
- Works with small groups and individual students as assigned; helps supervising practitioner develop instructional materials to make the classroom a motivating and attractive learning environment.
- Understands University supervisor requirements and schedule; provides supervisor with a copy of the class schedule, school calendar and district calendar.

SUPERVISING PRACTITIONER/COOPERATING TEACHER (Minimum Responsibilities)

- **Reviews school emergency procedures with student as well as the AZ State Mandatory Reporting State Statute and procedure.**
- Responsible for planning and teaching but involves student teacher in instructional planning and shares long range plans for the semester. May even choose to co-teach with teacher candidate if the teacher candidate has previous experience in that classroom.
- Involves the teacher candidate in observation, classroom routines and procedures, preparation of instructional materials and student activities.
- Reviews IEP's and 504's of students with whom the student teacher will be working after a review of FERPA.
- Schedules a time with teacher candidate to allow for reflection and a time to answer questions.
- Collaborates with teacher candidate and university supervisor regarding lesson plans.

<p style="text-align: center;">RESPONSIBILITY SEQUENCE 2- 5 Weeks: SHARED RESPONSIBILITY</p>
--

TEACHER CANDIDATE (Minimum Responsibilities)

- Identifies students' individual instructional needs and supports them with appropriate instruction and related materials.
- Begins to co-plan, execute lesson plans, and debrief lessons with supervising practitioner.
- Teaches several content areas and follows the mentor teacher and university supervisor's expectations for lesson plans.
- Instructs whole group, small group and individual students.
- Assumes a greater responsibility for instruction, experiences teaching in all content areas and lengthens teaching time periods as instructional proficiencies increase.
- Becomes familiar and interacts with the families and school community as appropriate.
- Provides feedback to students and/or parents regarding student work.
- Develops and implements formative assessments that align with instruction

SUPERVISING PRACTITIONER (Minimum Responsibilities)

- Plans cooperatively (co-plans) with the teacher candidate. Teacher candidate is expected to plan independently when appropriate.
- Utilizes the co-teaching model with the teacher candidate.
- Models a variety of instructional strategies to help the teacher candidate develop a comfort level for a broad spectrum of teaching activities.
- Continuously assesses and provides feedback to the teacher candidate regarding instruction and classroom management.
- Helps teacher candidate understand the importance of working with families and the school community by modeling best practices and engaging teacher candidates with families.
- Reviews feedback teacher candidate provides to students and/or parents.

RESPONSIBILITY SEQUENCE

Minimum of 20 Days: FULL RESPONSIBILITY/Lead Teacher
Co-teaching model is encouraged.

STUDENT TEACHER (Minimum Responsibilities)

- Assumes primary or equally shared responsibility (in co-teaching model) for planning, preparing instructional materials and instruction.
- Implements classroom management plan.
- Assumes primary responsibility or equally shared responsibility (in co-teaching model) for developing and implementing assessments.
- Uses co-teaching strategies with the cooperating teacher when appropriate.
- Provides specific feedback for student teacher and/or parents in response to daily work, formative and summative assessments
- Works with cooperating teacher regarding criteria for grading.
- Refines instructional strategies as needed.
- Demonstrates the ability to meet individual student's instructional needs.
- Demonstrates the ability to motivate students to learn and participate in classroom activities.
- Demonstrates the ability to keep learners highly engaged during lessons.

SUPERVISING PRACTITIONER/COOPERATING TEACHER (Major Responsibilities)

- Examines student teacher lesson plans and provides feedback when appropriate.
- Co- plans and co-teaches with the teacher candidate.
- Continues to assume primary responsibility for the assignment of any final grades for students.
- Reviews student teacher feedback to students and/or parents.
- Observes student teacher and provides appropriate oral and written feedback
- Supports student teacher in areas in need of development.
- Provides university supervisor feedback regarding student teacher progress.

RESPONSIBILITY SEQUENCE
1 - 2 Weeks: TRANSITION BACK TO COOPERATING
TEACHER/SUPERVISING PRACTITIONER'S ASSUMPTION OF FULL
RESPONSIBILITY
Co-teaching Model is encouraged

STUDENT TEACHER (Minimum Responsibilities)

- Continues to teach and plan but works with cooperating teacher to gradually relinquish some responsibility
- Completes record keeping for student assessments
- Continues to collaborate with cooperating teacher regarding end of the semester expectations
- Collects ideas that will be helpful when student teacher has their own classroom
- Observe other teachers for specific purposes, if the University supervisor and mentor teacher feel such visits would benefit the student teacher

COOPERATING TEACHER (Minimum Responsibilities)

- Assumes major responsibility for the classroom.
- Models instructional strategies that student teacher may be yet underdeveloped in the teacher candidate.
- Jointly prepares multiple student progress notes/report cards with student teacher.
- Shares files and teaching ideas for curriculum not taught during the semester.
- Discusses with student teacher the transition from student teaching to entering the teaching profession.

University of Arizona

RESPONSIBILITY SCHEDULE Semester Year

- *This form must be completed by the teacher candidate and supervising practitioner*
- *Dates and responsibilities may change during the semester*
- *Schedule must be approved by university supervisor*

Name _____

School _____ Grade/Content _____

List the projected responsibilities you will assume each week. It is recommended the responsibilities increase, leading up to the gradual responsibility for the entire day. You will have the co-responsibility for planning, classroom management and the instructional program.

[illegible]

Teacher Candidate _____ Date _____

Supervising Practitioner _____ Date _____

Teacher Candidate Responsibilities

1. Attend the Student Teaching Meeting with the Director of the Field Experiences. Attend three additional meetings: Teacher Candidate/Supervising Practitioner Orientation, midterm and final conference, which are scheduled at the beginning, middle and end of the student teaching semester with the University Program Supervisor.
2. Follow plan listed on the Responsibility Schedule.
3. Follow the policies listed in this document.
4. Complete a portfolio which includes all required artifacts. Refer to the “Portfolio Assessment”.
5. Complete all required supervisor assignments.
6. 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.
7. Be responsible for reading the current “Student Teacher Guidebook”, which can be found on the UArizona College of Education’s [Office of Field Experiences](#)’ Resource Page.
8. Teacher Candidates are required to provide documentation on a timecard. Attendance on timecards needs to be completed daily and initialed weekly by the mentor teacher. Other documentation includes observations, pass or fail grade, completion of portfolio and other related activities. 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 Supervising Practitioner each day and the University Program Supervisor will initial the timecard during each visit.
9. Teacher Candidates are required to maintain communication with University Program Supervisor and Supervising Practitioner and to check their U of A email regularly.



College of Education

Supervising Practitioner/Cooperating Teacher Information

Office of Field Experiences

Supervising Practitioner/Mentor Teacher Information

Student Teaching Selection Process

Most often, and ideally, teacher candidates return to student teach to a teacher with whom they have worked with during a practicum phase of their program, *provided*:

- a) the mentor teacher meets the criteria listed below as verified by the school principal,
- b) the mentor teacher is willing to serve as a UA supervising practitioner for the capstone experience; this is verified in 1:1 meeting with the UA site coordinator
- c) the UA student and mentor agree that they have a good working relationship; this is verified in 1:1 meeting by the UA site coordinator

In this way, teacher candidates have two semesters of learning with one mentor teacher. From time to time and for various reasons, a teacher candidate does not return to a previous mentor's classroom to student teach. When that occurs, the Director of Field Experiences, using the grade level preferences identified by the student teacher, works with school district partners to identify another qualified cooperating teacher for the UA student. Preference is first given to the school district of the student's program cohort.

Qualifications

The University of Arizona Cooperating Teacher must:

- Be certified to teach by the Arizona as Department of Education (ADE) and employed as a teacher
 - Have a minimum of three years teaching experience relevant to the certificate the candidate is seeking*
 - Have a classification of highly effective or effective in his/her teacher evaluation (ASRS statute §15-203A(38) when applicable*
 - Have adequate training from the University of Arizona.* This is in the form of a 3 hour UA workshop held the semester prior to the teacher candidate's semester, and it is offered multiple times.
 - Be interested in mentoring student teachers as part of their responsibility to the profession.
 - Be capable of working as effective team members with the school administration, university supervisor and the College of Education for the benefit of student teachers
 - Be committed to spending time with student teachers in planning and evaluation
 - Evaluate continuously their own effectiveness as teachers and strive for self-improvement
 - Be able to communicate their knowledge of teaching and learning to others
 - Demonstrate a positive and enthusiastic attitude toward teaching and working with student teachers
- Supervising Practitioner/Cooperating
- Be approved to be a cooperating/mentor teacher by their school district and principal

*Requirements as specified by the Arizona Department of Education (R2-604.17)

Supervising Practitioner/Cooperating Teacher Responsibilities

While many of the student teachers have been working with their cooperating teachers prior to student teaching, it is important that all cooperating teachers:

- Acquaint the student teacher with the school, staff, teachers, children, families and community
- Guide unit and lesson planning
- Co-plan and co-teach throughout the semester
- Review all school and classroom policies, regulations, and practices, for example emergency procedures and process for signing children in and out of the school
- Review all documents that teachers use, such as school faculty handbooks, student handbooks, and parent-family handbooks – including emergency procedures and AZ State Mandatory Reporting Law requirements.
- Create an inclusive environment for the student teacher with teachers, staff, families, community, and children
- Include student teacher in school and community events that will support the student teacher's sense of belonging and will build their knowledge of the children's lives
- Provide a space for the student teacher to place belongings, resources, and instructional materials
- Inform the student teacher of all state, district and school standards and policies that impact planning
- Provide the student teacher with the goals and objectives for the classroom for the year as well as for the time the student teacher is present
- Model and include as appropriate the student teacher in assessing student performance using the school's assessment and reporting tools
- Afford opportunities for the student teacher to visit and work with other groups of children or classrooms to expand the student teacher's understanding of the ways children's development influences planning
- Promote the student teacher's professional and personal growth by modeling appropriate behavior and discussing ways in which the student teacher can grow professionally
- Communicate, as soon as possible, any particular concerns regarding the teacher candidate to the university supervisor.
- Communicate any program/personnel concerns, as soon as possible, to the Director of Field Experiences

Supervising Practitioner/Cooperating Teacher Feedback

Evaluation as a Continuous Process

Feedback and support from the University Program Supervisor and supervising practitioner cooperating is essential. Data from observations along with questions about what students think about that data often elicits the best type of student reflections. Suggestions, and alternative strategies will also help teacher candidates to continue to grow throughout their experience.

1. The time and location of conferences should be planned in advance, if possible. The setting should be informal and in a location where few interruptions are likely to occur.
2. The conferences should be characterized by a free exchange of ideas. It is helpful if many of the topics are problem-centered in terms of seeking answers to methodological or curriculum problems. Alternative solutions to such concerns should be analyzed with both the student teacher and cooperating/mentor teacher offering ideas. The use of video or audio taping can provide data for the conference.

3. The conferences should contribute to the teacher candidate becoming increasingly self-directive and self-reflective.
4. Analysis of the teacher candidate's performance should achieve an appropriate balance between strengths and areas in need of further development.
5. Supervising practitioners should offer suggestions and learning environment ideas. Student teachers appreciate the time the supervising practitioner takes to show them instructional materials, curriculum guides, diagnostic and assessment instruments and the modeling of effective instructional strategies.

Daily Conferences

Daily conferences of comparatively short duration will give attention to matters of immediate consequence such as: adjustment of plans, coordination of instruction, the identification and solution of daily issues, and instructional feedback. The timing of such conferences may vary from day to day.

Weekly Conferences

Weekly conferences have many uses including: weekly co-planning, cooperative evaluation of the teacher candidates' competence and growth, analysis of the classroom teacher's instructional and classroom management procedures, and development of in-depth understanding of student performance in relation to instruction.

Video Recording

Video and audio recording may be used to as opportunities to self-reflect on professional practice or when supervisors cannot directly observe student teachers in person. When recordings are used, teacher candidates will work with their supervising practitioner to strictly follow all school and district guidelines.

Conferences with the Program Supervisor

- The initial on-site visit constitutes the first conference.
- Observations usually begin the second week of student teaching and continue every two to three weeks throughout the semester.
- The observations continue and the midterm conference is scheduled to include the teacher candidate and supervising practitioner. At the conference, the midterm assessment instrument will be discussed.
- The final conference brings closure to the student teaching experience.

Compensation for Supervising Practitioners/Cooperating Teachers

The stipend for hosting a University of Arizona teacher is five hundred dollars (**\$500.00**) **each semester per student teacher**. All supervising practitioners are required to fill out a compensation card at the beginning of each semester. If two supervising practitioners share responsibility for a teacher candidate, the compensation will be divided equally and each supervising practitioner 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**.

The supervising practitioner also earn **30 professional development credit hours** that may be used for Arizona State recertification for their work with student teachers.

Additional Information Regarding Compensation

- Supervising practitioners 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. Approval from 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.
- Compensation will come in the form of a check to the address indicated on the compensation card each supervising practitioner completes and submits to the University Program Supervisor.
- Supervising practitioners who want their compensation to be directly deposited into their account must complete additional paperwork and upload it to our secure Financial Services Office. The Director of Field Experiences will send information regarding direct deposit at the beginning of the semester.
- 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.

**MENTOR TEACHER COMPENSATION**
BLUE OR BLACK INK ONLY!**SEMESTER/YEAR**

Mentor Teacher Name:

Last

First

MI

SSN:

Required for payment

Address:

City:

ST:

Zip:

Phone:

School:

District:

Grade/Subject:

Email:

Student Teacher:

Honoraria:

- The Mentor Teacher is a certified professional educator who is currently employed in an educational classroom setting with students under the age of twenty-two. He/she will provide an opportunity for the student to fulfill the goals and objectives as required by the University of Arizona, College of Education. Mentor Teachers who supervise student teachers for the UA shall be compensated with a **cash stipend of \$500.00**. The cash payment is reported as taxable income to the Internal Revenue Service (IRS).

Mentor Teacher Acknowledges the Following:

- The Mentor Teacher provides mentoring services as an independent contractor to the UA. The UA only provides the overall mentor teacher objectives to be achieved and the Mentor Teacher determines the methods of achieving said objectives; *and*
- The Mentor Teacher understands that UA will not withhold taxes from this payment, but that UA is responsible for reporting payments received under this arrangement to the IRS on form 1099 as required by IRS regulation. The Mentor Teacher is responsible for paying all applicable federal and state taxes associated with this arrangement.

☐I understand I will receive a CASH STIPEND in the amount of **\$500.00**.

- Percent of time as Mentor Teacher

*Most mentor teachers will write 100%; If your student teacher has two or more mentor teachers, this will be 50% or LESS, as applicable

- Are you a US Citizen? Yes ☐ No ☐

*If you are not a US Citizen, the U of A requires a photocopy of your Visa before payment can be processed.

- Are you a student? Yes ☐ No ☐

Have you been employed by the UA in the past twelve months, other than as a mentor teacher? Yes ☐ No ☐

If yes, indicate home department: _____

Additional information and paperwork may be necessary for paymentSignature (required):****Date:****Mentor Compensation**
Cash Stipend Policy and Procedure

- Cash stipends are issued approximately 4 to 6 weeks after the completion of the university academic semester.***NOTE:** Any incomplete or missing information will delay payment.
- Cash stipend payment process for UA part-time employees:
Cash stipend payment requests are processed as supplemental compensation for Mentor Teachers who are **active part-time employees in a UA department**. Payment will be added to your check received through your UA home department. Please indicate home department when completing Mentor compensation card.



College of Education

University/Program Supervisor Information

Office of Field Experiences

University Supervisors

Qualifications

University Program Supervisors are full and part time College of Education faculty members, lecturers, adjunct faculty members, and graduate students in the Department of Teaching, Learning and Sociocultural Studies.

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

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

Overview of Requirements

Supervision of teacher candidates involves a variety of strategies and assessments. Throughout the required student teaching days, supervisors make weekly contacts, which are essential in order to assure two-way communication. Classroom observations are required every two to three weeks, in an ongoing way throughout the semesters, to evaluate the student teacher's progress in all areas, not just instructional and classroom management strategies. Due to the fact that a major goal of our program is to develop teachers who are reflective practitioners, supervision is conducted through facilitative coaching. A variety of assessment instruments are used during the semester. These include: Informal and formal observations, midterm and final conferences involving the Program/University supervisor, Supervising Practitioner/Cooperating Teacher, and teacher candidate, portfolio assessment, and a time card which documents attendance and other requirements. The supervision of teacher candidates is a supportive, informative, and caring process.

Student Teacher, Mentor/Cooperating Teacher & University Supervisor Three Way Meetings

Be proactive about schedule meetings 1, 2 and 3 during the semester.

#1 Initial Meeting/Orientation – This is an orientation meeting which is scheduled with the Supervising Practitioner/Cooperating Teacher and the Teacher Candidate by the Program/University Supervisor. At this meeting, student teaching expectations are reviewed, and the business of coursework is conducted. As an example, at this meeting, supervising practitioners fill out paperwork for their financial compensation.

- It is important to find a place in the classroom that can be used for written communication so when supervisors are visiting the school and need to exchange written communication, they will not need to interrupt the instruction. (For example: tray, folder, and counter area)
- This is a good time for the supervisor to be given a school 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.

#2 Mid-Semester Evaluation Conference – This is the midterm evaluation meeting that is scheduled with the Supervising Practitioner/Cooperating Teacher and the Teacher Candidate by the Program/University Supervisor sometime during the 7th or 8th week of the semester. This is a three-way conference; that is, input from the university supervisor, mentor teacher and the student teacher is included in the assessment.

#3 Final Conference – This is the end of the course evaluation meeting that is scheduled with the Supervising Practitioner/Cooperating Teacher and the Student Teacher by the University Supervisor during the last two weeks of the student teaching experience. This is a three-way conference; that is, input from the university supervisor, mentor teacher and the student teacher is included in the assessment.

Scheduling

University of Arizona supervisors are required to schedule the initial meeting and evaluation conferences but are not required to schedule all observations. While 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 for time management to schedule observation times.

Amount of Time/Written Feedback

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 directly 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. For example: 60 minutes of observation with a 50-minute debriefing/coaching is a good standard. Times may vary slightly. Supervisors must provide written feedback to the student teacher within 24 hours of the observation. Many supervisors leave handwritten notes after the observation. Others send feedback summaries electronically. The choice is up to the supervisor.

When the teacher candidate is in the midst of his/her 20-day full 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.

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

Weekly Contacts with Teacher Candidates

Supervisors will make weekly contacts with teacher candidates throughout the semester. This will give supervisors a chance to answer individual questions and establish two-way communication strategies. Weekly contacts may include university meetings, conferences, e-mail, phone or written communication. Students may be required to keep a journal.

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.

Seminars

Teacher candidates are released from one day of student teaching for a student teaching seminar. Seminars are meetings scheduled by the university supervisors to meet with their assigned student teachers. They are opportunities for teaching and answering student teacher's questions and for addressing student needs as observed in classrooms. Supervisors will find that teacher candidates will have many questions about their requirements, school procedures, classroom management strategies, and scheduling. Seminars provide time to answer questions and provide needed information.

Seminars may be combined with other activities. For example: Two supervisors may decide to cover the same topic and want to combine their groups of student teachers or a guest speaker may be scheduled for several groups. Seminars are considered one of the "weekly contacts."



College of Education

Assessment of Teacher Candidate Performance

Office of Field Experiences

Assessment of Teacher Candidate Performance

Grading

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

- 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 as long as the majority of individual scores in any one of the four domains (Learning Environment, Planning, Preparation, Instruction & Assessment & Professionalism) are at a level 3 or above, AND
- b) Satisfactory completion of the student e-portfolio. This includes providing appropriate evidence of required criteria by due date as specified by the program supervisor.

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

- a) An earned rubric score of “not evident” (1) in any criteria on the FINAL student teaching evaluation instrument, OR
- b) A majority of earned “emergent” scores (2) in any one domain (Learning Environment, Planning and Preparation, Instruction & Assessment & Professionalism) on the FINAL student teaching evaluation instrument, OR
- c) Submission of an incomplete portfolio or failure to submit a portfolio.

The teacher candidate who successfully completes student teaching requirements will receive the grade of “P” (pass) indicating he/she has received the prescribed units of credit for the course. The student who, in the judgment of the cooperating/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 average. All required materials must be received in the Office of Field Experiences before grades will be posted.

Required Assessments

1. Teacher Candidate Midterm/Final Evaluation, which is a performance based instrument.
2. Portfolio Assessment: Artifacts contained within support the criteria evaluated on the Teacher Candidate Midterm/Final Evaluation. This portfolio is reviewed and evaluated by Program/University Supervisors
3. Teacher Candidate Time Card Reflecting 66 completed student teaching days. The Teacher Candidate Time Card will confirm attendance, observations, supervisor seminars, or conferences and provide documentation of completed requirements.

Midterm and Final Conference Guidelines

Scheduling: Be proactive when scheduling.

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 once at the midterm and once for the final evaluation. Then, together at a conference with the supervisor, teacher candidate and supervising practitioner, all input will be combined to create the one midterm and one final report.

Note: When consensus cannot be reached in regard to 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 time cards, are turned in to the Office of Field Experiences on the last day of each semester.

Office of Field Experiences

PROCESS FOR TEACHER CANDIDATE 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 Elementary 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 Elementary Program. This professional growth plan will be written in such a way so that expectations will be clear to the teacher candidate and supports for success will be included to help make success possible. In all cases, continued concerns will be handled within the established UA Teacher Professional Preparation Concerns Due Process.

NOTE:

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

UA COLLEGE OF EDUCATION ALLEGED CONDUCT VIOLATION PROCESS

Due process is the right of every student and is detailed in this [Due Process Flow Chart](#).

In the event of an ***alleged conduct violation*** a step-by-step due process can be found within the [Alleged Conduct Violation Policy](#).

UA Teacher Preparation Programs
PERFORMANCE CONCERN FORM

Student Name:

College:

Program:

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

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

Submitted by:

Date:

Position/Title:

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

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

UA Teacher Preparation Programs
PROFESSIONAL GROWTH PLAN

Student Name

Date

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

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

Professional Growth Team Members:

STRENGTHS

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

Standards/Areas of Concern	Changes & Expectations
Learning Environment	
Measures	
Support	
Planning and Preparation	
Measures	
Support	
Instruction and Assessment	
Measures	
Support	
Professionalism and Growth	
Measures	
Support	
Behavior and Academic Standards (as delineated in the UA TPP Professional Standards document)	

Measures	
Support	

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

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

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

This meeting is scheduled for _____.

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

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

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

SIGNATURES

Professional growth team member name & role

Professional growth team member name & role

Professional growth team member name & role

Professional growth team member name & role

Professional growth team member name & role

Professional growth team member name & role

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

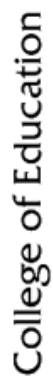
Student

Date

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

SIGNATURES

Program Director



DATE _____

STUDENT TEACHING TIME RECORD

MUST COMPLETE IN BLUE OR BLACK INK

[illegible]

Check Ins	
Cooperating/Mentor Teacher/ Supervisor Only	Supervisor Initials
Date	

Conferences	
Date	Supervisor Initials
Initial	
Midterm	
Final	

Supervisor Classroom Observations	
Date	Supervisor Initials

Portfolio
Weebly account login information. _____
Set up, Friday, 8/14/20 <input type="checkbox"/> Progress made, Friday, 9/25/20 <input type="checkbox"/> Nearing Completion, Friday, 10/3/20 <input type="checkbox"/>
(dates are suggested)

Student Teaching Dates		Date/Time	Supervisor Initials
Beginning Date:	Student Teaching Business Meeting - required	5/11/2020 1:30 pm	
Ending Date:	Career Fair - highly encouraged	2/10/2021 Student Union 1:30 pm	

Portfolio Grade:	PASS <input type="checkbox"/>	FAIL <input type="checkbox"/>	PASS <input type="checkbox"/>	FAIL <input type="checkbox"/>
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My signature certifies the information on this card is true and accurate:

Teacher Candidate	Date:
Supervising Practitioner	Date:
UA Program Supervisor	Date:

This card must be completed and signed before your grade will be posted.

University of Arizona Teacher Candidate Evaluation

Teacher Candidate:	Mentor Teacher:	UA Program Supervisor:	
Site(s):	Grade Level(s):	Midterm Date:	Final Date:

Rating Scale:	4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates	3 – Proficient This skill is well-developed; it is consistently and independently demonstrated.	2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established.	1 – Insufficient This skill is weakly demonstrated or not yet evident.
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I. LEARNING ENVIRONMENT

	Midterm	Final
1. Recognizes Individuality: Embraces, promotes, and demonstrates respect for students' lived experiences, unique social and learning profiles, funds of knowledge, and backgrounds		
2. Promotes Student Belonging: Teacher intentionally creates an environment that contributes to a strong sense of belonging for every student		
3. Set-Up: Designs and maintains learning spaces to foster physical safety, accessibility, meaningful student-teacher and student-student interactions, and equitable participation		
4. Procedures: Establishes and follows equitable norms, procedures, and routines		
5. Behavior Expectations: Communicates clear and positive behavior expectations		
6. Behavior Management: Monitors and responds appropriately to student behavior in a timely, fair, and consistent way that preserves individual dignity		
7. Respectful Communication: Uses, models, and promotes civil communication, both verbal and non-verbal, that is positive, supportive, and empathetic		
MIDTERM - Summary and Plan of Action:	FINAL - Summary and Plan of Action:	

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Rating Scale:	4 – Exceeds Masterful, exemplary evidence	3 – Proficient consistent, proficient evidence	2 – Developing developing, partial evidence	1 – Insufficient Weak or no evidence
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II. PLANNING AND PREPARATION

	Midterm	Final
1. Submitted Plans: Submits complete, appropriately-formatted lesson plans in a timely manner for review		
2. Timing: Writes lesson plans and activities appropriate for the amount of time allotted		
3. Data & Needs-Driven: Uses a variety of student data to guide planning, including observation, assessments, and information about learners and their needs		
4. Standards & Objectives: Writes measurable objectives using state standards, district academic standards/performance objectives, and/or any additional standards as required by the discipline to develop procedural and conceptual knowledge		
5. Content Connections: Connects content to students' out-of-school experiences, community knowledge, previous lessons within the content area, other curricular areas, and/or real-life situations		
6. Active Participation: Plans instructional strategies that ensure individual and collaborative student engagement throughout the lesson		
7. Materials/Technology: In advance of the lesson, teacher chooses and prepares varied and appropriate materials and instructional technologies to facilitate learning and promote student achievement		
8. Higher-Level Thinking: Plans opportunities for critical thinking through questioning and student activities		
9. Accessibility: Incorporates instructional elements of Universal Design for Learning and modifications/accommodations based on each learners' needs		
10. Sequencing: Organizes learning activities in a logical sequence that leads students to the learning objective		
11. Collaborates: Plans collaboratively with mentor teacher and/or other professionals who have specialized expertise		
MIDTERM - Summary and Plan of Action:	FINAL - Summary and Plan of Action:	

Rating Scale:	4 – Exceeds Masterful, exemplary evidence	3 – Proficient consistent, proficient evidence	2 – Developing developing, partial evidence	1 – Insufficient Weak or no evidence
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III. INSTRUCTION AND ASSESSMENT

		Midterm	Final
1. States Expectations:	Communicates purpose, learning objectives, and criteria for success at the beginning and throughout the lesson		
2. Content Accuracy:	Provides clear and accurate content aligned to the objectives and/or standards		
3. Content Flexibility:	Demonstrates flexibility and sufficient depth of content knowledge to meet the needs and curiosities of students		
4. Academic Language:	Uses the discipline’s academic language and creates opportunities for students to use the academic language in level-appropriate ways		
5. Clear Instructions:	Provides clear instructions verbally, in writing, and through modeling.		
6. Varied Materials:	Uses varied and engaging materials, technologies, aids, models, and representations		
7. Varied Delivery:	Uses a variety of instructional strategies and teacher roles to address students’ diverse learning styles and needs (e.g. multilingual-learner support strategies, individual work, student-led learning, cooperative learning, investigation)		
8. Varied Applications:	Designs activities and applications that allow students the choice in how they practice demonstrating their content knowledge in varied, creative/original, and/or authentic ways		
9. Engagement & Pacing:	Maximizes active participation of each learner and paces the lesson to optimize instructional time		
10. Questioning:	Uses varied questioning and discussion strategies that engage all students and serve different purposes		
11. Formative Assessments:	Regularly checks for understanding throughout lessons using varied informal assessment strategies to monitor the learning of each student		
12. Modifies Teaching:	Adjusts instruction based on formative assessment data and student needs		
13. Summative Assessments:	Designs and/or implements summative assessments that are congruent to instruction in content, rigor, and format		
14. Promotes Self-Assessment:	Promotes student self-assessment and supports students in using data to achieve their learning goals		
15. Feedback:	Provides timely, useful, specific, and respectful feedback focused on growth		
MIDTERM - Summary and Plan of Action:		FINAL - Summary and Plan of Action:	

Rating Scale:	4 – Exceeds Masterful, exemplary evidence	3 – Proficient consistent, proficient evidence	2 – Developing developing, partial evidence	1 – Insufficient Weak or no evidence
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IV. PROFESSIONALISM AND GROWTH

	Midterm	Final
1. Professional Presence: Arrives on time and is fully prepared for the day with a professional appearance; remains for the duration of required hours		
2. Timeliness: Meets deadlines and responds promptly to all communications.		
3. Professional Communication: Communicates professionally with and about members of the learning community in all forms, including social media.		
4. Personal Matters: Personal matters do not negatively affect teaching performance		
5. Conduct: Conducts oneself professionally and ethically as an educator with students, families, and colleagues		
6. Families: Seeks opportunities to communicate and effectively engage with parents/guardians regarding instructional goals and student progress		
7. Legal Responsibilities: Describes and abides by laws related to learners' rights and responsibilities, including FERPA, mandatory reporting, IDEA/IEPs, and ADA/504s.		
8. Collaboration: Collaborates regularly with colleagues and members of the school community to improve practice and solve problems		
9. Cultural Competence: Learns about family knowledge, values, and cultural backgrounds and respectfully applies that information to interactions with students, families, and the school community		
10. Receptive to Feedback: Accepts and acts upon constructive feedback from mentors, supervisors, and administrators with openness and a growth mindset		
11. Self-Reflect: Demonstrates ability to self-reflect in a meaningful manner to improve teaching practice		
12. Development & Growth: Participates in required professional development opportunities for faculty and seeks additional learning opportunities to develop and refine skills within their own identified areas of growth		
MIDTERM - Summary and Plan of Action:	FINAL - Summary and Plan of Action:	

MIDTERM: By signing below, I acknowledge participation in the *midterm* assessment conference

Teacher Candidate Signature:	Mentor Teacher Signature:	UA Supervisor Signature:
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FINAL: By signing below, I acknowledge participation in the *final* assessment conference

Teacher Candidate Signature:	Mentor Teacher Signature:	UA Supervisor Signature:
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University of Arizona Teacher Candidate Evaluation Rubric

Rating Scale:	4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates	3 – Proficient This skill is well-developed; it is consistently and independently demonstrated.	2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established.	1 – Insufficient This skill is weakly demonstrated or not yet evident.
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I. Learning Environment

Evaluation Indicator	Description for Rating of “3 – Proficient”	General Description for Other Rating
1. Recognizes Individuality: Embraces, promotes, and demonstrates respect for students’ lived experiences, unique social and learning profiles, funds of knowledge, and backgrounds	<input type="checkbox"/> 3 – Proficient Consistently seeks to understand and affirm students’ lived experiences, social and learning profiles, funds of knowledge, backgrounds, and interests, and to utilize that information in the learning environment.	<input type="checkbox"/> 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates <input type="checkbox"/> 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. <input type="checkbox"/> 1 – Insufficient This skill is weakly demonstrated or not yet evident.
2. Promotes Student Belonging: Teacher intentionally creates an environment that contributes to a strong sense of belonging for every student	<input type="checkbox"/> 3 – Proficient Consistently welcomes students to the classroom, uses and pronounces names correctly, purposefully chooses representative visuals and lesson materials, celebrates students and their contributions, and creates opportunities for students to express their opinions and be involved in decision-making processes.	<input type="checkbox"/> 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates <input type="checkbox"/> 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. <input type="checkbox"/> 1 – Insufficient This skill is weakly demonstrated or not yet evident.

Evaluation Indicator	Description for Rating of “3 – Proficient”	General Description for Other Rating
3. Set-Up: Designs and maintains learning spaces to foster physical safety, accessibility, meaningful student-teacher and student-student interactions, and equitable participation	<input type="checkbox"/> 3 – Proficient Consistently manages space to ensure physical safety, allows for classroom management by the teacher, and facilitates appropriate interactions among participants.	<input type="checkbox"/> 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates <input type="checkbox"/> 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. <input type="checkbox"/> 1 – Insufficient This skill is weakly demonstrated or not yet evident.
4. Procedures: Establishes and follows equitable norms, procedures, and routines	<input type="checkbox"/> 3 – Proficient Consistently establishes and communicates classroom norms, procedures and routines. Procedures promote a culturally responsive, respectful, and equitable environment. Norms are collaboratively developed with members of the learning community, as appropriate.	<input type="checkbox"/> 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates <input type="checkbox"/> 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. <input type="checkbox"/> 1 – Insufficient This skill is weakly demonstrated or not yet evident.
5. Behavior Expectations: Establishes and reinforces clear and positive behavior expectations; uses proactive strategies to cultivate student self-regulation, mutual respect, and responsibility	<input type="checkbox"/> 3 – Proficient Consistently communicates clear and positive behavior expectations; uses proactive strategies to cultivate student self-regulation, mutual respect, and responsibility	<input type="checkbox"/> 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates <input type="checkbox"/> 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. <input type="checkbox"/> 1 – Insufficient This skill is weakly demonstrated or not yet evident.

Evaluation Indicator	Description for Rating of “3 – Proficient”	General Description for Other Rating
6. Behavior Management: Monitors and responds appropriately to student behavior in a timely, fair, and consistent way that preserves individual dignity	<input type="checkbox"/> 3 – Proficient Consistently monitors student behavior, reinforces expectations, and responds in a timely and appropriate manner. Supports student self-regulation.	<input type="checkbox"/> 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates <input type="checkbox"/> 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. <input type="checkbox"/> 1 – Insufficient This skill is weakly demonstrated or not yet evident.
7. Respectful Communication: Uses, models, and promotes civil communication, both verbal and non-verbal, that is positive, supportive, and empathetic	<input type="checkbox"/> 3 – Proficient Consistently models and promotes civil discourse and non-verbal interactions that are positive, supportive and empathetic.	<input type="checkbox"/> 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates <input type="checkbox"/> 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. <input type="checkbox"/> 1 – Insufficient This skill is weakly demonstrated or not yet evident.

II. Planning and Preparation

Evaluation Indicator	Description for Rating of “3 – Proficient”	General Description for Other Rating
1. Submitted Plans: Submits complete, appropriately-formatted lesson plans in a timely manner for review	<input type="checkbox"/> 3 – Proficient Consistently submits complete, appropriately-formatted lesson plans in a timely manner for review.	<input type="checkbox"/> 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates <input type="checkbox"/> 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. <input type="checkbox"/> 1 – Insufficient This skill is weakly demonstrated or not yet evident.
2. Timing: Writes lesson plans and activities appropriate for the amount of time allotted	<input type="checkbox"/> 3 – Proficient Consistently develops lesson plans and related activities appropriate for the allotted time. This includes planning sufficient time for all lesson components.	<input type="checkbox"/> 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates <input type="checkbox"/> 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. <input type="checkbox"/> 1 – Insufficient This skill is weakly demonstrated or not yet evident.
3. Data & Needs-Driven: Uses a variety of student data to guide planning, including observation, assessments, and information about learners and their needs	<input type="checkbox"/> 3 – Proficient Consistently develops lesson plans that are driven by student needs as determined by an analysis of formal and informal data, such as observation, assessments, and information about learners and their needs.	<input type="checkbox"/> 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates <input type="checkbox"/> 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. <input type="checkbox"/> 1 – Insufficient This skill is weakly demonstrated or not yet evident.

Evaluation Indicator	Description for Rating of “3 – Proficient”	General Description for Other Rating
4. Standards & Objectives: Writes measurable objectives using state standards, district academic standards/performance objectives, and/or any additional standards as required by the discipline to develop procedural and conceptual knowledge	<input type="checkbox"/> 3 – Proficient Consistently writes measurable objectives using state standards, district academic standards/performance objectives, and/or any additional standards required by the discipline, including language objectives for English Language Learners, to develop procedural and conceptual knowledge.	<input type="checkbox"/> 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates <input type="checkbox"/> 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. <input type="checkbox"/> 1 – Insufficient This skill is weakly demonstrated or not yet evident.
5. Content Connections: Connects content to students’ out-of-school experiences, community knowledge, previous lessons within the content area, other curricular areas, and/or real-life situations	<input type="checkbox"/> 3 – Proficient Consistently connects lesson content to students’ prior knowledge which may include: out-of-school experiences, community knowledge, previous lessons within and beyond the content area, and/or real-life situations.	<input type="checkbox"/> 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates <input type="checkbox"/> 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. <input type="checkbox"/> 1 – Insufficient This skill is weakly demonstrated or not yet evident.
6. Active Participation: Plans instructional strategies that ensure individual and collaborative student engagement throughout the lesson	<input type="checkbox"/> 3 – Proficient Consistently includes both individual and collaborative instructional strategies to maximize time students are actively engaged in the learning objective.	<input type="checkbox"/> 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates <input type="checkbox"/> 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. <input type="checkbox"/> 1 – Insufficient This skill is weakly demonstrated or not yet evident.

Evaluation Indicator	Description for Rating of “3 – Proficient”	General Description for Other Rating
7. Materials/Technology: In advance of the lesson, teacher chooses and prepares varied and appropriate materials and instructional technologies to facilitate learning and promote student achievement	<input type="checkbox"/> 3 – Proficient Consistently selects and prepares a variety of appropriate materials and technologies to facilitate learning and promote student achievement. Materials and technology are ready at the start of the lesson to reduce loss of instructional time.	<input type="checkbox"/> 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates <input type="checkbox"/> 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. <input type="checkbox"/> 1 – Insufficient This skill is weakly demonstrated or not yet evident.
8. Higher-Level Thinking: Plans opportunities for critical thinking through questioning and student activities	<input type="checkbox"/> 3 – Proficient Consistently develops plans that include activities and questions that promote critical thinking and call for higher levels in Depth of Knowledge/Bloom’s Taxonomy.	<input type="checkbox"/> 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates <input type="checkbox"/> 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. <input type="checkbox"/> 1 – Insufficient This skill is weakly demonstrated or not yet evident.
9. Accessibility: Incorporates instructional elements of Universal Design for Learning and modifications/accommodations based on each learners’ needs	<input type="checkbox"/> 3 – Proficient Consistently meets all learners’ needs through required modifications and accommodations, and the use of UDL principles, such as providing information in different ways, offering students various ways to demonstrate understanding, and providing options and support student interests, strengths, and challenges.	<input type="checkbox"/> 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates <input type="checkbox"/> 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. <input type="checkbox"/> 1 – Insufficient This skill is weakly demonstrated or not yet evident.

Evaluation Indicator	Description for Rating of “3 – Proficient”	General Description for Other Rating
10. Sequencing: Organizes learning activities in a logical sequence that leads students to the learning objective	<input type="checkbox"/> 3 – Proficient Consistently organizes learning activities in a logical sequence that leads students to meet the learning objective.	<input type="checkbox"/> 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates <input type="checkbox"/> 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. <input type="checkbox"/> 1 – Insufficient This skill is weakly demonstrated or not yet evident.
11. Collaborates: Plans collaboratively with mentor teacher and/or other professionals who have specialized expertise	<input type="checkbox"/> 3 – Proficient Consistently contributes and plans collaboratively with the mentor teacher and/or other professionals who have specialized expertise.	<input type="checkbox"/> 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates <input type="checkbox"/> 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. <input type="checkbox"/> 1 – Insufficient This skill is weakly demonstrated or not yet evident.

III. Instruction and Assessment

Evaluation Indicator	Description for Rating of “3 – Proficient”	General Description for Other Rating
1. States Expectations: Communicates purpose, learning objectives, and criteria for success at the beginning and throughout the lesson	<input type="checkbox"/> 3 – Proficient Consistently communicates purpose, learning objectives, and criteria for success to students in a comprehensible, meaningful, and effective way at the beginning of the lesson and throughout.	<input type="checkbox"/> 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates <input type="checkbox"/> 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. <input type="checkbox"/> 1 – Insufficient This skill is weakly demonstrated or not yet evident.
2. Content Accuracy: Provides clear and accurate content aligned to the objectives and/or standards	<input type="checkbox"/> 3 – Proficient Consistently demonstrates accurate content knowledge, explained in multiple manners and applications. Essential information is included and emphasized during the lesson.	<input type="checkbox"/> 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates <input type="checkbox"/> 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. <input type="checkbox"/> 1 – Insufficient This skill is weakly demonstrated or not yet evident.
3. Content Flexibility: Demonstrates flexibility and sufficient depth of content knowledge to meet the needs and curiosities of students	<input type="checkbox"/> 3 – Proficient Consistently demonstrates flexible and advanced content knowledge, with the ability to allow for learner curiosities, answer questions, and relate them back to the learning objective.	<input type="checkbox"/> 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates <input type="checkbox"/> 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. <input type="checkbox"/> 1 – Insufficient This skill is weakly demonstrated or not yet evident.

Evaluation Indicator	Description for Rating of “3 – Proficient”	General Description for Other Rating
4. Academic Language: Uses the discipline’s academic language and creates opportunities for students to use the academic language in level-appropriate ways	<input type="checkbox"/> 3 – Proficient Consistently models the discipline’s academic language accurately and creates multiple opportunities for students to accurately use the academic language.	<input type="checkbox"/> 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates <input type="checkbox"/> 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. <input type="checkbox"/> 1 – Insufficient This skill is weakly demonstrated or not yet evident.
5. Clear Instructions: Provides clear instructions verbally, in writing, and through modeling.	<input type="checkbox"/> 3 – Proficient Consistently provides clear instructions verbally, in writing, and through modeling prior to activities, resulting in demonstrated student understanding.	<input type="checkbox"/> 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates <input type="checkbox"/> 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. <input type="checkbox"/> 1 – Insufficient This skill is weakly demonstrated or not yet evident.
6. Varied Materials: Uses varied and engaging materials, technologies, aids, models, and representations	<input type="checkbox"/> 3 – Proficient Consistently integrates varied materials, aids, models, technology, and representations of content, as appropriate to the lesson.	<input type="checkbox"/> 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates <input type="checkbox"/> 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. <input type="checkbox"/> 1 – Insufficient This skill is weakly demonstrated or not yet evident.

Evaluation Indicator	Description for Rating of “3 – Proficient”	General Description for Other Rating
7. Varied Delivery: Uses a variety of instructional strategies and teacher roles to address students’ diverse learning styles and needs (e.g. multilingual-learner support strategies, individual work, student-led learning, cooperative learning, investigation)	<input type="checkbox"/> 3 – Proficient Consistently varies the instructional strategies and teacher role throughout the lesson to address students’ diverse learning styles and needs (e.g., multilingual-learner support strategies, student-led learning, individual work, cooperative learning, investigation, teacher as facilitator, guide on the side, etc.).	<input type="checkbox"/> 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates <input type="checkbox"/> 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. <input type="checkbox"/> 1 – Insufficient This skill is weakly demonstrated or not yet evident.
8. Varied Applications: Designs activities and applications that allow students the choice in how they practice demonstrating their content knowledge in varied, creative/original, and/or authentic ways	<input type="checkbox"/> 3 – Proficient Consistently provides varied, engaging, and relevant activities and choices for learners to demonstrate their knowledge, including creative/ original ways and authentic applications.	<input type="checkbox"/> 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates <input type="checkbox"/> 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. <input type="checkbox"/> 1 – Insufficient This skill is weakly demonstrated or not yet evident.
9. Engagement & Pacing: Maximizes active participation of each learner and paces the lesson to optimize instructional time	<input type="checkbox"/> 3 – Proficient Consistently maximizes active participation of all students throughout the lesson, and paces the lesson to optimize instructional time (e.g., “bell-to- bell” student engagement).	<input type="checkbox"/> 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates <input type="checkbox"/> 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. <input type="checkbox"/> 1 – Insufficient This skill is weakly demonstrated or not yet evident.

Evaluation Indicator	Description for Rating of “3 – Proficient”	General Description for Other Rating
10. Questioning: Uses varied questioning and discussion strategies that engage all students and serve different purposes	<input type="checkbox"/> 3 – Proficient Consistently utilizes effective questioning and discussion strategies that engage all students and serve different purposes (e.g., utilizing wait time, calling on non-volunteers, probing for understanding, promoting student discourse, helping learners articulate their ideas and reasoning processes, stimulating curiosity, and helping learners to question).	<input type="checkbox"/> 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates <input type="checkbox"/> 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. <input type="checkbox"/> 1 – Insufficient This skill is weakly demonstrated or not yet evident.
11. Formative Assessments: Regularly checks for understanding throughout lessons using varied informal assessment strategies to monitor the learning of each student	<input type="checkbox"/> 3 – Proficient Consistently checks for student understanding using varied, efficient, and interactive formative assessment strategies to inform next teaching steps.	<input type="checkbox"/> 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates <input type="checkbox"/> 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. <input type="checkbox"/> 1 – Insufficient This skill is weakly demonstrated or not yet evident.
12. Modifies Teaching: Adjusts instruction based on formative assessment data and student needs	<input type="checkbox"/> 3 – Proficient Consistently demonstrates the ability to adapt the lesson (instructional strategy, pacing, etc.) in real time as a result of formative assessment results and other classroom situations that arise.	<input type="checkbox"/> 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates <input type="checkbox"/> 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. <input type="checkbox"/> 1 – Insufficient This skill is weakly demonstrated or not yet evident.

Evaluation Indicator	Description for Rating of “3 – Proficient”	General Description for Other Rating
13. Summative Assessments: Designs and/or implements summative assessments that are congruent to instruction in content, rigor, and format	<input type="checkbox"/> 3 – Proficient Consistently designs and/or implements summative assessments that match instruction in content, rigor, and format.	<input type="checkbox"/> 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates <input type="checkbox"/> 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. <input type="checkbox"/> 1 – Insufficient This skill is weakly demonstrated or not yet evident.
14. Promotes Self-Assessment: Promotes student self-assessment and supports students in using data to achieve their learning goals	<input type="checkbox"/> 3 – Proficient Consistently implements effective methods that promote student self-assessment and support students in using data to achieve their learning goals.	<input type="checkbox"/> 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates <input type="checkbox"/> 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. <input type="checkbox"/> 1 – Insufficient This skill is weakly demonstrated or not yet evident.
15. Feedback: Provides timely, useful, specific, and respectful feedback focused on growth	<input type="checkbox"/> 3 – Proficient Consistently provides timely, useful, actionable, specific, user-friendly, and respectful written/verbal feedback focused on improving student performance.	<input type="checkbox"/> 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates <input type="checkbox"/> 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. <input type="checkbox"/> 1 – Insufficient This skill is weakly demonstrated or not yet evident.

IV. Professionalism and Growth

Evaluation Indicator	Description for Rating of “3 – Proficient”	General Description for Other Rating
1. Professional Presence: Arrives on time and is fully prepared for the day with a professional appearance; remains for the duration of required hours	<input type="checkbox"/> 3 – Proficient Consistently attends field experiences on time, fully prepared, and with a professional appearance per University/district guidelines; remains for the duration of required hours.	<input type="checkbox"/> 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates <input type="checkbox"/> 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. <input type="checkbox"/> 1 – Insufficient This skill is weakly demonstrated or not yet evident.
2. Timeliness: Meets deadlines and responds promptly to all communications.	<input type="checkbox"/> 3 – Proficient Consistently meets deadlines for submitting required work. Notifies program and school personnel in advance of absences, with as much timely notice as possible. Responds promptly to communications from program personnel.	<input type="checkbox"/> 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates <input type="checkbox"/> 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. <input type="checkbox"/> 1 – Insufficient This skill is weakly demonstrated or not yet evident.
3. Professional Communication: Communicates professionally with and about members of the learning community in all forms, including social media.	<input type="checkbox"/> 3 – Proficient Consistently communicates professionally <u>with</u> all members of the school site and university learning community. Consistently communicates professionally <u>about</u> PreK-12 students and their families, Mentor Teachers, school faculty and administration, University Supervisors, U of A professors, and peers verbally and in writing, including on social media.	<input type="checkbox"/> 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates <input type="checkbox"/> 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. <input type="checkbox"/> 1 – Insufficient This skill is weakly demonstrated or not yet evident.

Evaluation Indicator	Description for Rating of “3 – Proficient”	General Description for Other Rating
4. Personal Matters: Personal matters do not negatively affect teaching performance	<input type="checkbox"/> 3 – Proficient Consistently balances personal matters so that they do not negatively affect teaching performance.	<input type="checkbox"/> 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates <input type="checkbox"/> 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. <input type="checkbox"/> 1 – Insufficient This skill is weakly demonstrated or not yet evident.
5. Conduct: Conducts oneself professionally and ethically as an educator with students, families, and colleagues	<input type="checkbox"/> 3 – Proficient Consistently conducts oneself as a professional and ethical educator by acting with care, honesty, and integrity in interactions with students, families, and colleagues (per the U of A PPP <i>Professional Standards for Teacher Preparation</i>).	<input type="checkbox"/> 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates <input type="checkbox"/> 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. <input type="checkbox"/> 1 – Insufficient This skill is weakly demonstrated or not yet evident.
6. Families: Seeks opportunities to communicate and effectively engage with parents/guardians regarding instructional goals and student progress	<input type="checkbox"/> 3 – Proficient Consistently seeks opportunities to communicate about instructional goals and student progress, and works collaboratively with parents/guardians in support of students.	<input type="checkbox"/> 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates <input type="checkbox"/> 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. <input type="checkbox"/> 1 – Insufficient This skill is weakly demonstrated or not yet evident.

Evaluation Indicator	Description for Rating of “3 – Proficient”	General Description for Other Rating
7. Legal Responsibilities: Describes and abides by laws related to learners’ rights and responsibilities, including FERPA, mandatory reporting, IDEA/IEPs, and ADA/504s.	<input type="checkbox"/> 3 – Proficient Consistently abides by laws related to learners’ rights and teacher responsibilities (e.g., equity, appropriate education for learners with disabilities, confidentiality, privacy, suicide prevention, and mandatory reporting).	<input type="checkbox"/> 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates <input type="checkbox"/> 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. <input type="checkbox"/> 1 – Insufficient This skill is weakly demonstrated or not yet evident.
8. Collaboration: Collaborates regularly with colleagues and members of the school community to improve practice and solve problems	<input type="checkbox"/> 3 – Proficient Consistently collaborates with colleagues and members of the school community and makes valuable contributions to collaborative efforts.	<input type="checkbox"/> 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates <input type="checkbox"/> 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. <input type="checkbox"/> 1 – Insufficient This skill is weakly demonstrated or not yet evident.
9. Cultural Competence: Learns about family knowledge, values, and cultural backgrounds and respectfully applies that information to interactions with students, families, and the school community	<input type="checkbox"/> 3 – Proficient Consistently demonstrates effort to learn about family knowledge, values, and cultural backgrounds and respectfully applies this info with students, families, and school community (such as through initiating two-way family communication, attending school/community events, and identifying and using funds of knowledge or other methods for learning about students, families, and the community).	<input type="checkbox"/> 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates <input type="checkbox"/> 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. <input type="checkbox"/> 1 – Insufficient This skill is weakly demonstrated or not yet evident.

Evaluation Indicator	Description for Rating of “3 – Proficient”	General Description for Other Rating
10. Receptive to Feedback: Accepts and acts upon constructive feedback from mentors, supervisors, and administrators with openness and a growth mindset	<input type="checkbox"/> 3 – Proficient Consistently requests, accepts, and acts upon constructive feedback from mentors, supervisors, and administrators.	<input type="checkbox"/> 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates <input type="checkbox"/> 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. <input type="checkbox"/> 1 – Insufficient This skill is weakly demonstrated or not yet evident.
11. Self-Reflect: Demonstrates ability to self-reflect in a meaningful manner to improve teaching practice	<input type="checkbox"/> 3 – Proficient Consistently demonstrates the ability to self-reflect by considering alternative approaches or perspectives, questioning their own ideas or beliefs, and learning new ways to improve teaching practice	<input type="checkbox"/> 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates <input type="checkbox"/> 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. <input type="checkbox"/> 1 – Insufficient This skill is weakly demonstrated or not yet evident.
12. Development & Growth: Participates in required professional development opportunities for faculty and seeks additional learning opportunities to develop and refine skills within their own identified areas of growth	<input type="checkbox"/> 3 – Proficient Consistently seeks out and participates in professional learning opportunities that are available to them.	<input type="checkbox"/> 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates <input type="checkbox"/> 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. <input type="checkbox"/> 1 – Insufficient This skill is weakly demonstrated or not yet evident.

Teacher Candidate Portfolio Criteria

You are to create an electronic portfolio. This was begun the semester before you began student teaching and will be supported during TLS 398, capstone.

Requirements of the –E-Portfolio

Using the UA Teacher Candidate Midterm/Final Evaluation Instrument, you are to select a minimum of 12 criteria with representation across all four domains on the instrument: The Learning Environment, Planning and Preparation, Instruction & Assessment and Professionalism & Growth.

For each criteria selected, provide evidence in your portfolio that documents your proficiency in this criteria. Note that an artifact/piece of evidence may demonstrate more than one criteria.

You are encouraged to select evidence that reflects your competence, unique strengths, and your identity as a teacher.

Evidence of proficiency in the 12 criteria is a minimum. Feel free to add evidence of further proficiency/accomplishments.

Assessment

This portfolio will be assessed by your UA Program Supervisor.

A passing score requires all four of the following:

- a) The establishment of an e-portfolio that contains at a minimum, evidence of proficiency in 12 self-selected criteria from the UA Teacher Candidate Midterm/Final Evaluation Instrument.
- b) The self-selected criteria must represent a cross section of all four domains on the UA Teacher Candidate Midterm/Final Evaluation Instrument.
- c) The e-portfolio must clearly convey which criteria were selected and what evidence is provided for each selection.
- d) The submission on or before UA's reading day (day before finals) for that semester.

Guidelines for Student Teaching Intern Certificate Requests

For Fall

1. If a student has not yet taken their NES professional knowledge test and passed, that teacher candidate cannot be considered for a STIC position any later than 5 weeks prior to the first day teachers report.
 2. STIC candidates must take a pass both NES Elementary Content Subtests (I & II) prior to the first day of teaching.
 3. Teacher candidates are not allowed to teach, by state rules, if they are not certified. Therefore, if the arrival of the Student Teaching Intern Certificate is expected to be late, the student teaching intern may be required to apply for an emergency substitute certificate (and assume that additional cost) and work as an emergency substitute in the interim or work alongside a substitute teacher, without pay, until the Student Teaching Intern Certificate is in hand.
 4. We will ask schools/school districts to limit students in classrooms assigned to student teaching interns to a maximum of 26 students.
 5. School districts are encouraged to reduce/eliminate the extra duties of a student teaching intern, normally assigned to a teacher, while they are student teaching.
 6. A STIC request must be originated by a school administrator who has first-hand knowledge of the teacher candidate. To be considered for a STIC post, a teacher candidate must have had a practicum experience at the school originating the request. The teacher candidate must also be approved by a committee comprised of TLS faculty and staff who will consider the following before rendering a decision: the teacher candidate's current standing in the program, recommendations from instructors, site coordinator, references the teacher candidate submits, along with a statement by the teacher candidate as to why the teacher candidate feels they will be successful in a STIC post.
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For Spring

1. If a student has not yet taken their NES professional knowledge test and passed, that teacher candidate cannot be considered for a STIC position any later than 5 weeks prior to the day teachers report after winter break.
2. STIC candidates must take a pass both NES Elementary Content Subtests (I & II) prior to the first day of teaching.
3. Teacher candidates are not allowed to teach, by state rules, if they are not certified. Therefore, if the arrival of the Student Teaching Intern Certificate is expected to be late, the student teaching intern may be required to apply for an emergency substitute certificate (and assume that additional cost) and work as an emergency substitute in the interim or work alongside a substitute teacher, without pay, until the Student Teaching Intern Certificate is in hand.
4. We will ask schools/school districts to limit students in classrooms assigned to student teaching interns to a maximum of 26 students.
5. School districts are encouraged to reduce/eliminate the extra duties of a student teaching intern, normally assigned to a teacher, while they are student teaching.
6. A STIC request must be originated by a school administrator who has first-hand knowledge of the teacher candidate. To be considered for a STIC post, a teacher candidate must have had a practicum experience at the school originating the request. The teacher candidate must also be approved by a committee comprised of TLS faculty and staff who will consider the following before rendering a decision: the teacher candidate's current standing in the program, recommendations from instructors, site coordinator, references the teacher candidate submits, along with a statement by the teacher candidate as to why the teacher candidate feels they will be successful in a STIC post.

Student Teaching Intern Process (STIC)

Process:

1. LEA reaches out to Office of Field Experiences (OFE) with a STIC request. OFE sends LEA Exhibit B to complete. Exhibit B indicates official interest in student as STIC for a paid residency. OFE sends the contact a copy of the written supervision plan to review so that the LEA knows the STIC program expectations. IF THE LEA DOES NOT ALREADY HAVE A FIELD PLACEMENT AGREEMENT WITH UARIZONA, this also has to be completed before the STIC can start.
2. Once Exhibit B is submitted, OFE reaches out to teacher candidate for a meeting to explain the process which includes:
 - a. An **online application** to be a STIC, which names references
 - b. Information about **tests the student will have to pass as an ADE requirement**. Student is encouraged to register quickly for the test. The professional knowledge (PK) takes about 4+ weeks to get a score. We do not allow STIC applications for students who have not yet taken the PK test at least 6 weeks before the start of the STIC internship. Therefore, the semester before student teaching, we encourage all students to take the PK test. This avoids the student having to start as an emergency substitute and possibly not passing the test and having to be pulled from that classroom.
 - c. A request for a **statement of purpose** (basically a 1-2 page paper where the student explains their readiness for the job at hand). Student receives "Statement of Purpose Essential Tips" document.
 - d. A request to get **copies of passing scores on tests**. For elementary it is the PK test and two elementary content subtests. It is different for each certification.
3. Once 2(a) is submitted, OFE sends an **online reference form to the references** named on the application and also one to the student's site coordinator, who checks with instructors in program re student performance, work ethic, and ability to handle a paid residency.
4. Two box folders exist. One is called "STIC current," the other STIC archive.
One (a) is completed, OFE sets up a folder in "STIC current." That folder will house all three references, the student's application and the student's statement of purpose.
5. **OFE has a standing committee to review STIC candidates** for the paid residency. The committee members include other program coordinators, other site coordinators (not the student's), and when time permits, an advisor. Three members of the committee are charged with reviewing the student's likelihood of success in a STIC post and render a decision.
6. The student and LEA is notified of the committee's decision. If tests have not yet passed, the student is "approved pending passing scores on all required tests."
7. The student then must complete ADE's application for STIC. Section 1 is completed by our certification officer, Sara Knepper. OFE notifies Sara that the student has been approved. She completes Section 1. Section II must be completed by the LEA and signed by the District or LEA Superintendent (an asst supt will not do!). Usually the principal at the school requesting the STIC helps the student get that portion signed. The rest of the application is completed by the approved STIC candidate who submits it to ADE along with their passing test scores and \$60.
8. OFE then meets with the principal of the LEA and the site assigned mentor to review the terms of the written supervision plan and get signatures from both. The Site Mentor is not paid from the University because the STIC is a paid employee of the school district. OFE encourages the site administrator to compensate the site mentor either financially or with relief from other duties.
9. A UA Program supervisor is selected for this supervision. That supervisor is compensated for the increased visits and observations and for the job of reviewing the student/mentor teachers' weekly log.