THE UNIVERSITY OF ARIZONA TEACHER CANDIDATE ASSESSMENT GUIDE

Supervisor Training Guide

Abstract

Protocol for observations, midterm, and final evaluations of teacher candidates.

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Assessment Process

Overview

University program supervisors observe teacher candidates throughout the semester, coach them, document their progress, provide them with steps to improve, and conduct a midterm and final evaluation. For observations and coaching, use of the provided Observation Form is recommended, as it aligns with the midterm and final instrument.

Teacher candidates are assessed formally in four major categories during observations and the midterm/final evaluations:

1) Learning Environment
2) Planning and Preparation
3) Instruction and Assessment
4) Professionalism and Growth.

For the midterm and final, university programs supervisors use the provided instrument. The university program supervisor and cooperating teacher both contribute information and evidence regarding the teacher candidate's performance, progress, and action plans for improvement at the midterm and final evaluation. For each assessment indicator, the supervisor rates the teacher candidate using a prescribed rating scale of 1 (low) – 4 (high) based on evidence observed throughout the evaluation period in collaboration with the cooperating teacher.

Proper interventions, guidance, documentation, and protocol should be followed in cases where a teacher candidate receives any ratings of 2 or 1 (showing limited or no evidence) on any assessment indicator on the midterm evaluation. By the final evaluation, teacher candidates are expected to earn ratings of 4 or 3 (demonstrating exemplary or proficient evidence) on most, if not all, the assessment indicators.

The university program supervisor then schedules a conference with the cooperating teacher and the teacher candidate to discuss the teacher candidate's progress and results of the midterm or final evaluation. Once the evaluation conference is completed, all three sign and date the provided Signature Page (the last page of the midterm and final assessment instrument). The signatures represent participation in the assessment process, not necessarily agreement with the evaluation. Following the final evaluation, all original documents are submitted to the program director/coordinator.

Weekly Contact with Teacher Candidates

Throughout the semester, university program supervisors are required to have weekly contact with their assigned teacher candidates; this may include scheduled meetings, seminars, emails, responses to journal entries, video snippets of teaching, or phone calls. Each contact allows the university program supervisor to document progress, answer individual questions regarding the teacher candidate's placement and responsibilities, provide ideas for improvement, follow-up

regarding suggestions or action plans discussed, and allow for teacher candidate self-reflection. Supervisors determine which method or combination of methods are appropriate for each teacher candidate. The content of these weekly contacts should be tailored to the unique needs, strengths, and/or situations for each individual teacher candidate.

Observations and Coaching

Throughout the semester, the university program supervisor will observe and coach the teacher candidate a minimum of six times. If a teacher candidate needs additional guidance and coaching, more observations may be scheduled as needed.

During observations, the university program supervisor should utilize one of the provided Observation Forms, as they are aligned with the four categories assessed in the midterm and final. It is important to note areas of strength and appropriate next steps for the teacher candidate's improvement.

The university program supervisor determines the appropriate amount of time to schedule for each teacher candidate. As a guideline, at the beginning of the semester, supervisors may only spend approximately 20-30 minutes observing the student teacher and may spend an additional 20 minutes with the teacher candidate after the observation to provide feedback and coaching. Observation and coaching time typically increases throughout the semester depending on the teacher candidate's needs and as the teacher candidate assumes more teaching responsibilities. Following the post-observation meeting, the university program supervisor provides a written summary to the teacher candidate and cooperating teacher.

Lesson plans are to be provided by the teacher candidate for each observation. University program supervisors should use these lesson plans to assess planning practices and lesson writing competencies.

When the teacher candidate assumes full responsibility of the classroom during Phase III teaching requirement (Maximum Responsibility), it is important for the university program supervisor to schedule observations at different times during the school day in order to see a variety of classes, instructional strategies, and classroom management techniques.

Scheduling of Midterm and Final

There are essentially three components to each the midterm and the final: (1) observation, (2) collaboration between the university program supervisor and cooperating teacher, and (3) conference between the university program supervisor, cooperating teacher, and teacher candidate. The midterm has the additional requirement of a self-evaluation completed by the teacher candidate.

When scheduling the conferences, it is essential to find a time when the university supervisor, cooperating teacher, and teacher candidate can meet at the same time (e.g., planning period, before school, lunch, after school, etc.).

When scheduling the midterm and final observations and conferences, university program supervisors take into account each of the different school district calendars to ensure a timely evaluation and appraisal:

- Midterm: scheduled/completed approximately eight weeks into the student teaching semester
- Final for Fall Student Teaching: observation scheduled for middle to late November; conference must be completed by the first week in December

- <u>Final for Spring Student Teaching</u> student teachers: observation scheduled for middle to late April; conference must be completed by the first week in May

Midterm and Final Conferences

Following the midterm and final observation, the university program supervisors needs to schedule two meetings: one with just the cooperating teacher and one with both the cooperating teacher and teacher candidate present.

The midterm and final is intended to be a collaborative effort between the cooperating teacher and the university program supervisor. The university program supervisor and cooperating teacher discuss the teacher candidate's progress and ratings on the assessment instrument and come to a consensus for the evaluation form. The university program supervisor is ultimately responsible for everything on the midterm and final evaluation form but should take into consideration the teacher candidate's self-evaluation and the cooperating teacher's comments, as the cooperating teacher is with the teacher candidate each day and may have evidence to contribute.

Concerns and Professional Growth Plans

Many issues can be solved through consistent contact with the teacher candidate and careful guidance from the university program supervisor and cooperating teacher. Open communication and collaboration between the teacher candidate, the university program supervisor, and cooperating teacher is essential to solve issues before they grow into damaging problems. The university program supervisor, major professors, teacher candidate, and cooperating teacher work together to intervene when necessary and resolve most issues. Communication from all parties involved needs to be open and immediate to ensure a quick resolution.

When observations, coaching, collaborations, and/or formal midterm/final evaluations present a concern regarding the teacher candidate's ability and progress, there is an established protocol to follow.

It is imperative the university program supervisor identifies and documents difficulties early in the semester or as soon as the problem becomes evident. When an issue arises that cannot be solved through communication or mediation with the teacher candidate, university program supervisor, major professors, and/or cooperating teacher, the following steps are to be taken in order until the matter is resolved; this procedure aligns with the UA Teacher Preparation Program's (TPP) guidelines (see **UA TPP Due Process Flow Chart**):

I. The university program supervisor, major professor, and cooperating teacher meet to discuss concerns and complete the UA TPP Referral for Performance Concerns. (See **UA TPP Referral Form**). A copy of this form must be kept in the students file in the Office of Field Experiences.
II. If the issue is minor, the university program supervisor and/or major professor meet with the teacher candidate, prepare a Response to Referral form after meeting, and provide a copy to the teacher candidate. (See **UA TPP Response to Referral**)
III. If the issue is major or if the minor issues persist or repeats, relevant faculty/staff prepare a UA TPP Professional Growth Plan, which specifies the expectations which must be met, as well as the options for the teacher candidate should it be deemed at a later date that expectations have not been met. (See **UA TPP Professional Growth Form**)

IV.   The university program supervisor and/or major professor present the Professional Growth Plan to the teacher candidate and provide a copy for the teacher candidate. This plan needs to be signed by the university program supervisor, major professor, cooperating teacher, and teacher candidate.

V.   The teacher candidate implements the improvement plan, and if the improvement plan is not successful, the university program supervisor, major professor, and/or cooperating teacher may recommend removal from the placement by documenting reasons for the removal.

VI.   The university program supervisor and major professor meet to review the documented reasons and to decide whether to withdraw the teacher candidate from the program or reassign the teacher candidate to an alternate school site. The university program supervisor and major professor then notify any appropriate faculty/staff of their decision.

VII.   The university program supervisor schedules a conference with the teacher candidate, major professor, and any other appropriate faculty/staff to discuss the roles and responsibilities of the teacher candidate, to review the submitted documentation, and to inform the teacher candidate of the decision to reassign a second placement or withdraw the teacher candidate from the program completely.

VIII.   If a second placement is an option, the major professor and university program supervisor write a contract outlining university expectations for the teacher candidate's future development, which may include a remediation plan. All second placements are contingent upon approval by the academic unit, major professor, and appropriate faculty/staff (e.g., Director/Coordinator of Field Experiences, academic advisors, etc.). **If a second placement is approved, it is considered a FINAL placement; a third placement is not an option. The second placement will occur in a future semester, contingent upon successful remediation and availability of an appropriate site placement and cooperating teacher.**

Midterm and Final Assessment Indicators

Learning Environment (aligned with InTASC Standards 2 and 3)
- Students are welcomed and represented in the instructional setting in a manner that values their work and presence in the environment (e.g., students are greeted when entered; student contributions are valued; student work displayed when possible)
- Optimizes space in the room and student workstation set-ups to ensure physical safety, classroom management, and appropriate interactions among students and teacher
- Establishes and follows norms, procedures, and routines
- Communicates clear expectations of student behavior and supports student self-regulation
- Monitors and responds appropriately to student behavior in a timely manner
- Uses and promotes civil discourse and non-verbal interactions that are positive, supportive, and respectful
- Demonstrates and promotes respect and sensitivity for all students' backgrounds

Planning and Preparation (aligned with InTASC Standards 1, 4, 5, and 7 and ISTE Standards 1 and 2)

- Creates complete, appropriately-formatted lesson plans and submits for review in a timely manner
- Writes lesson plans and activities appropriate for the amount of time allotted/designated
- Uses assessment data, professional judgment, and learners' needs to guide planning
- When writing objectives, uses Arizona standards, district academic standards/performance objectives, and/or any additional standards as required by the discipline to develop procedural and conceptual knowledge
- Connects lesson content to: students' experiences, previous lessons within the content area, other curricular areas, and real-life situations
- Plans multiple instructional strategies that ensure active participation
- Chooses varied and appropriate materials and technologies and has them ready to teach the learning objective(s)
- Plans opportunities for higher-level thinking through questioning and student activities
- Incorporates modifications or accommodations based on learner needs
- Develops meaningful sequencing of learning experiences
- Plans collaboratively with mentor teacher and/or other professionals who have specialized expertise

Instruction and Assessment (aligned with InTASC Standards 4, 5, 6, and 8 and ISTE Standards 1, 3, and 4)

- Communicates expectations for learning at the beginning of the lesson and throughout
- Provides clarity and accuracy of content which includes essential information
- Uses academic language of the discipline accurately and creates opportunities for students to use the academic language
- Provides clear instructions verbally, in writing, and through modeling
- Demonstrates flexibility and sufficient content knowledge to allow for exploration of learner curiosities
- Uses varied materials, aids, models, and representations (including technology), as appropriate
- Varies instructional strategy and teacher role to address students' diverse learning styles and needs (e.g., sheltered English instructional strategies, small groups, individual work, student-led learning, cooperative learning, direct instruction, investigation, facilitator, guide on the side, etc.)
- Provides activities and choices for learners to demonstrate their knowledge, including creative/original ways and authentic applications
- Maximizes active participation and paces the lesson to optimize instructional time
- Effectively asks questions to serve different purposes (e.g., probing for learner understanding, promoting student discourse, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question)

- Checks for understanding throughout lesson to monitor student learning
- Adjusts lesson or content delivery based on student needs
- Designs summative assessments that match instruction in content, rigor, and format
- Effectively implements methods for student self-assessment and self-improvement
- Provides timely, useful, specific, and respectful responses to learners during the lesson and on assignments/assessments

Professionalism and Growth (aligned with InTASC Standards 9 and 10 and ISTE Standard 5)
- Attends field experiences on time, prepared, and with a professional appearance
- Responds to communications in a timely manner and meets deadlines
- Communicates professionally with and about members of the learning community
- Separates personal and professional issues
- Conducts oneself professionally and ethically as an educator
- Communicates with families about instruction and individual progress
- Describes and abides by laws related to learners' rights and teacher responsibilities (e.g., equity, appropriate education for learners with disabilities, confidentiality, privacy, reporting in situations related to possible child abuse)
- Collaborates regularly with colleagues and members of the school community
- Accepts and acts upon constructive feedback from mentors, supervisors, and administrators
- Participates in professional learning opportunities, as appropriate
- Demonstrates ability to self-reflect in a meaningful manner to improve teaching practice

The Interstate Teacher Assessment and Support Consortium (InTASC) Teacher Standards

The Learner and Learning
- *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.
- *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.
- *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.

Content Knowledge

- *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 these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
- *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.

Instructional Practice

- *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.
- *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.
- *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.

Professional Responsibility

- *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.
- *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.

National Educational Technology Standards (NETS)

- *ISTE #1:*
  Facilitate and Inspire Student Learning. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.
- *ISTE #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.

- *ISTE #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.
- *ISTE #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.
- *ISTE #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.

Teacher Candidate Evaluation Rubrics

Learning Environment:

	4 - Accomplished	3 - Proficient	2 – Emergent	1 – Not Evident
Students Represented	Makes effort on a daily basis to make students feel welcome and valued in the educational setting.	Makes effort on most days to make students feel welcome and valued in the educational setting.	Occasionally makes effort to make students feel welcome and valued in the educational setting.	Makes no effort to make students feel welcome and valued in the educational setting.
Set Up	Thoughtfully and purposefully manages space to ensure physical safety, classroom management and appropriate interactions among participants.	Makes significant effort to manage space to ensure physical safety, classroom management and appropriate interactions among participants.	Makes some effort to manage space to ensure physical safety, classroom management and appropriate interactions among participants.	Makes no effort to manage space to ensure physical safety, classroom management and appropriate interactions.
Procedures	Establishes and applies clear norms, procedures and routines and consistently reinforces them.	Establishes and applies clear norms procedures and routines and occasionally reinforces them.	Establishes clear norms procedures and routines but does not consistently apply or reinforce them.	Fails to establish or apply clear norms, procedures and routines.
Behavior Expectations	Communicates clear expectations of student behavior and supports student self-regulation.	Communicates clear expectations of student behavior but does not consistently encourage student self-regulation.	Communicates expectations for student behavior but the expectations lack clarity. Opportunities for student self-regulation are not provided	Fails to communicate clear expectations of student behavior.
Manages Behaviors Quickly	Monitors student behavior carefully and responds in a timely and appropriate manner.	Monitors student behavior and usually responds in a timely and appropriate manner.	Monitors student behavior but sometimes responds in an untimely and/or inappropriate manner.	Fails to monitor student behavior and/or routinely responds in an untimely or inappropriate manner
Positive & Respectful	Thoughtfully and purposefully uses and promotes civil discourse and non-verbal interactions that are positive, supportive and respectful.	Often uses and promotes civil discourse and non-verbal interactions that are positive, supportive and respectful.	Sometimes uses and promotes civil discourse and non-verbal interactions that are positive, supportive and respectful.	Fails to use and promote civil discourse and non-verbal interactions that are positive, supportive and respectful.
Respects Background	Consistently demonstrates and promotes respect and sensitivity for	Usually demonstrates and promotes respect and sensitivity for	Sometimes demonstrates and promotes respect and sensitivity for	Fails to demonstrate and promote respect and sensitivity for all students' backgrounds.

| | all students' backgrounds. | all students' backgrounds. | all students' backgrounds. | |

II. Planning and Preparation:

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

	Materials are easily accessible and always ready.	Materials are accessible and always ready.	Materials are generally accessible and ready.	Materials are not often easily accessible or ready.
Higher Level Thinking	Lesson plans include activities and planned/intentional questioning that consistently promote ongoing higher level thinking.	Lesson plans include activities and planned/intentional questioning that often promote high level thinking.	Lesson plans include activities and planned/intentional questioning that sometimes promote high level thinking.	Lesson plans include activities and planned/intentional questioning that rarely, if ever, promote high level thinking.
Accommodations	All learner needs are consistently met with appropriate accommodations and modifications.	All learner needs are often met with appropriate accommodations and modifications.	Learner needs are sometimes met with appropriate accommodations and modifications.	Learner needs are rarely, if ever, met with appropriate accommodations and modifications.
Sequencing	Lessons are extremely well sequenced.	Lessons are appropriately sequenced.	Lessons are, for the most part, appropriately sequenced, but in-lesson transitions could be improved.	Lessons are delivered without appropriate sequencing.
Collaborates	Collaborates consistently with mentor teacher and other professionals when planning to improve lesson quality and meet learner needs.	Collaborates often with mentor teacher and other professionals when planning to improve lesson quality and meet learner needs.	Collaborates on occasion with mentor teacher and other professionals when planning to improve lesson quality and meet learner needs.	Collaborates, seldom, if ever, with mentor teacher and other professionals when planning to improve lesson quality and meet learner needs.

III. Instruction and Assessment:

	4 - Accomplished	3 - Proficient	2 – Emergent	1 – Not Evident
States Expectations	Communicates learning expectations and outcomes in a consistent, effective, and meaningful way at the beginning of the lesson and throughout.	Communicates expectations for learning at the beginning of the lesson and throughout.	Learning expectations may be poorly communicated and/or not referenced throughout the lesson	Expectations for the lesson are not communicated.
Content Accuracy	Content knowledge is accurate and can be explained in multiple, accurate manners and applications. Essential information is included and emphasized during the lesson.	Content knowledge is accurate and essential information is emphasized.	Teacher may not teach the essential information accurately or might spend too long focusing on non-essential information.	Incorrect information is periodically given. Teacher does not demonstrate sufficient content knowledge to distinguish essential information.
Academic Language	Demonstrates mastery of the	Uses academic language of the	Academic language is sometimes used.	Academic language is unused or used

	discipline's academic language and creates multiple opportunities for students to easily and accurately use the academic language.	discipline accurately and creates opportunities for students to use the academic language.	There may be few opportunities for students to practice the academic language.	inaccurately and/or student misuse of the language goes uncorrected. There may be little to no opportunities for students to practice the academic language.
Clear Instructions	Instructions are provided clearly and in multiple ways (including verbally, written, and through modeling) prior to activities, resulting in student understanding of the instructions.	Provides clear instructions verbally, in writing, and through modeling.	Instructions may not be clear to the students and need to be repeated numerous times for student understanding.	Instructions are either not provided or only provided in one method.
Flexibility	Consistently demonstrates flexibility and advanced content knowledge to allow for explorations of learner curiosities in a manner that still addresses learning objectives.	Often demonstrates flexibility and sufficient content knowledge to allow for exploration of learner curiosities.	Sometimes demonstrates flexibility and sufficient content knowledge to allow for exploration of learner curiosities.	Rarely demonstrates flexibility or sufficient content knowledge to allow for exploration of learner curiosities or any deviations from the lesson plan.
Varied Materials	Regularly integrates varied, engaging, and well-made materials, aids, models, and representations, including technology.	Uses varied materials, aids, models, technology, and representations, as appropriate to the lesson.	Sometimes uses varied materials, aids, models, and representations (including technology), as appropriate.	Rarely uses varied materials and/or materials may not be relevant or effective.
Varied Delivery	Effectively and seamlessly varies instructional strategies and teacher role (e.g., sheltered English instructional strategies, small groups, individual work, student-led learning, cooperative learning, direct instruction, investigation, facilitator, guide on the side, etc.) so that students are engaged in multiple, meaningful methods of learning which address students'	Often varies instructional strategy and teacher role throughout the lesson to address students' diverse learning styles and needs (e.g., sheltered English instructional strategies, small groups, individual work, student-led learning, cooperative learning, direct instruction, investigation, facilitator, guide on the side, etc.).	Sometimes or ineffectively varies instructional strategy and teacher role throughout the lesson to address students' diverse learning styles and needs (e.g., sheltered English instructional strategies, small groups, individual work, student-led learning, cooperative learning, direct instruction, investigation, facilitator, guide on the side, etc.).	Seldom varies instructional strategy and teacher role throughout the lesson to address students' diverse learning styles and needs.

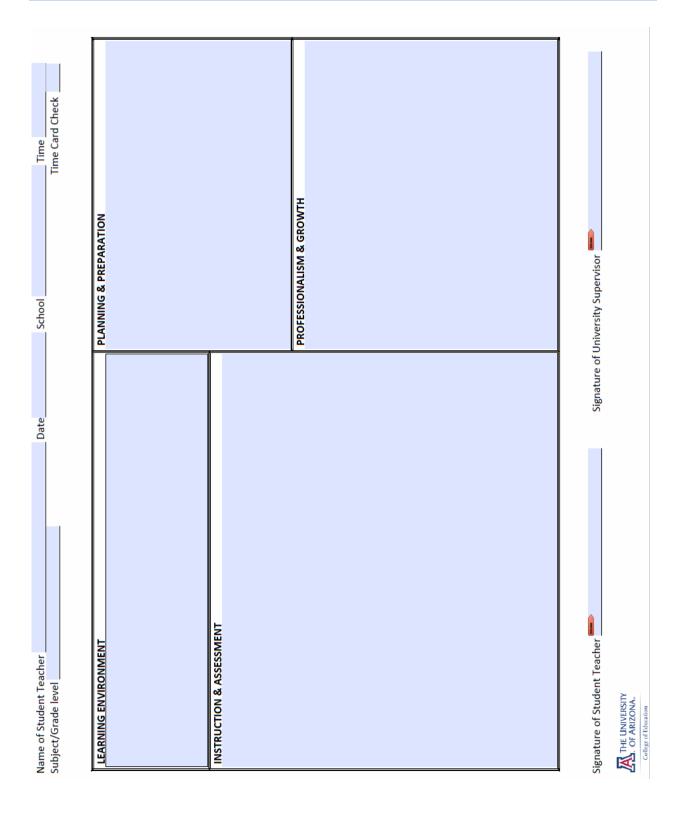|				
	diverse learning styles and needs.			
Activities & Applications	Provides varied, relevant and engaging activities and choices for learners to demonstrate their knowledge, including creative/original ways and authentic applications.	Often provides relevant activities and choices for learners to demonstrate their knowledge, including creative/original ways and authentic applications.	Sometimes provides activities and choices for learners to demonstrate their knowledge, including creative/original ways and authentic applications.	Rarely provides activities or choices for learners to demonstrate their knowledge, including creative/original ways and authentic applications.
Student Engagement	Maximizes active participation and paces the lesson to optimize instructional time so that all students are engaged 100% of the time ("bell-to-bell" student engagement).	Students are actively participating for the majority of the lesson and teacher candidate paces the lesson to optimize instructional time. Off task behavior is seldom.	All or most students are engaged for a portion of the lessons. Off task behavior is frequent. Pacing may be too slow or too fast for student understanding and successful performance.	Students are often or always off task.
Questioning	Effectively asks relevant questions that students consistently answer throughout lesson to promote ongoing higher-level thinking and serve multiple purposes (e.g., probing for learner understanding, promoting student discourse, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).	Effectively asks relevant questions to promote higher-level thinking and serve different purposes (e.g., probing for learner understanding, promoting student discourse, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).	Asks questions that sometimes promote high level thinking and serve different purposes, but questions may not be relevant or effective at eliciting student responses.	Rarely asks questions throughout the lesson.
Formative Assessments	Consistently checks for understanding throughout lesson to monitor student learning using varied, engaging, and time-efficient methods of assessment.	Often checks for understanding throughout lesson to monitor student learning using varied and time-efficient methods of assessment.	Sometimes checks for understanding to monitor student learning; these checks may not be varied, scattered throughout the lesson, and/or time-efficient.	Rarely effectively checks for understanding throughout lesson to monitor student learning.
Modifies Teaching	As a result of monitoring, consistently adjusts content delivery or lesson plan to	Often adjusts lesson or content delivery based on student needs.	Sometimes adjusts lesson or content delivery based on student needs.	Rarely adjusts lesson or content delivery based on student needs.

	maximize student learning.			
Summative Assessments	Summative assessments are customized to match instruction in content, rigor, and format.	Designs summative assessments that often match instruction in content, rigor, and format.	Designs summative assessments that sometimes match instruction in content, rigor, and/or format. May only use pre-made summative assessments without the opportunity to design assessments.	Does not create or use summative assessments that match instruction in content, rigor, and/or format.
Promotes Self-Assessment	Consistently implements effective, accurate, and useful methods for student self-assessment and self-improvement.	Promotes useful and accurate student self-assessment and self-improvement.	Allows for student self-assessment and self-improvement, but opportunities may not be useful or frequent enough to be effective.	Rarely allows for useful and accurate student self-assessment and self-improvement.
Feedback	Through written and verbal feedback during the lesson and on assignments/ assessments, provides timely, useful, specific, and respectful responses to learners resulting in improvements in student performance.	Through written and verbal feedback, provides timely, useful, specific, and respectful responses to learners.	Sometimes provides timely, useful, specific, and respectful responses to learners.	Rarely provides timely, useful, specific, and respectful responses to learners.

IV. Professionalism and Growth:

	4 - Accomplished	3 - Proficient	2 – Emergent	1 – Not Evident
On Time & Professional	Consistently attends field experiences on time, arrives early and/or stays late so as to be prepared. Maintains a very professional appearance.	Attends field experiences on time, prepared, and with a professional appearance.	Is, on occasion, late or unprepared for field experience and/or occasionally fails to maintain a professional appearance.	Is often late or unprepared for field experience and/or often fails to maintain a professional appearance.
Responds Timely	In addition to timely communication, anticipates and initiates needed communication, and is prepared in advance of deadlines.	Consistently responds to communications in a timely manner and meets deadlines.	Often responds to communications in a timely manner and meets deadlines.	Seldom, if ever responds to communications in a timely way and/or rarely meets deadlines.
Communication	Communicates in a highly professional manner with and about the members	Communicates professionally with and about members	Usually but not always communicates professionally with	Does not exhibit professional communication with and about the

	of the learning community.	of the learning community.	and about members of the learning community.	members of the learning community.
Personal Issues	Consistently and consciously separates personal and professional issues.	Separates personal and professional issues.	Has demonstrated some ability to separate personal and professional issues.	Is unable, at this time, to separate personal and professional issues.
Professional Conduct	Conducts oneself professionally and ethically as an educator. Could serve as a model of professionalism and ethics.	Conducts oneself professionally and ethically as an educator.	Has demonstrated some ability to conduct oneself professionally and ethically as an educator.	There is no evidence for conduct that is professional and ethical.
Families	Builds relationships with families and communicates with families about instruction and individual progress in an ongoing way.	Communicates with families about instruction and individual progress.	Has made an attempt to communicate with families about instruction and individual progress.	There is no evidence of communication with families about instruction and individual progress.
Legal Responsibilities	Describes and abides by laws related to learners' rights and teacher responsibilities (e.g., equity, appropriate education for learners with disabilities, confidentiality, privacy, reporting in situations related to possible child abuse).	<<	>>	Cannot describe and does not abide by laws related to learners' rights and teacher responsibilities (e.g., equity, appropriate education for learners with disabilities, confidentiality, privacy, reporting in situations related to possible child abuse).
Collaborates	Consistently collaborates with colleagues and members of the learning community in an ongoing way, makes solid contributions to the collaborative efforts, and fosters an interdependence among colleagues.	Collaborates regularly with colleagues and members of the school community.	There is some evidence of collaboration with colleagues and members of the school community.	There is no evidence of collaboration with colleagues and members of the school community.
Receptive to Feedback	Regularly requests, accepts and acts upon constructive feedback from mentors, supervisors and administrators.	Accepts and acts upon constructive feedback from mentors, supervisors, and administrators.	There is some evidence demonstrating acceptance of feedback and action taken as a result of that feedback.	There is little to no evidence that the student Accepts and acts upon constructive feedback from mentors, supervisors, and administrators.

Growth	Seeks out and participates in professional learning opportunities beyond expectations.	Participates in professional learning opportunities, as appropriate.	Participation in professional learning is minimal.	Does not participate in professional learning.
Self-Reflect	Consistently demonstrates the ability to self-reflect in a deep and meaningful manner about teaching practice and steps needed to improve.	Demonstrates ability to self-reflect in a meaningful manner to improve teaching practice.	Demonstrates some ability to self-reflect in a manner meaningful and may have limited ability to identify steps to improve teaching practice.	There is little to no evidence of meaningful self-reflection and ability to identify steps to improve teaching practice.

Sample Observation Form – Version 1 (One Page)

Name of Student Teacher _____   Date _____   School _____   Time _____

Subject/Grade level _____   Time Card Check _____

LEARNING ENVIRONMENT	PLANNING & PREPARATION
INSTRUCTION & ASSESSMENT	**PROFESSIONALISM & GROWTH**

Signature of Student Teacher _____   Signature of University Supervisor _____

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College of Education

Sample Observation Form - Version 2 (Two pages)

University of Arizona Teacher Preparation Programs
Teacher Candidate Observation Form

Teacher Candidate:	Supervisor:	Date:

Learning Environment – Classroom management; class-set up and appearance; follows established procedures; respectful interactions amongst all	Planning and Preparation – Timely and complete lesson plans; plans driven by data, student needs, standards; connects concepts to previous prior lessons/experiences; evidence of appropriate sequencing and modifications; chooses multiple materials and instructional methods/activities
Summary:	Summary:
Action Plan/Next Steps:	Action Plan/Next Steps

University of Arizona Teacher Preparation Programs
Teacher Candidate Observation Form

Instruction and Assessment – Clear information and instructions; accurate content knowledge; varied materials and activities; changes instructional role; good timing to maximize student on-task time; flexible for modifications; promotes self-assessment; continuallly monitors for student learning (through questioning and formative assessments)	Professionalism – On time and prepared; professional communications and appearance; collaborates successfully; receptive to feedback; self-reflects
Summary:	Summary:
Action Plan/Next Steps:	Action Plan/Next Steps:

Midterm/Final Instrument

UA Teacher Candidate Midterm/Final Evaluation

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

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

I. LEARNING ENVIRONMENT

	Midterm	Final
Students Represented: Students are welcomed and represented in the instructional setting in a manner that values their work and presence in the environment (e.g., students are greeted when entered; student contributions are valued; student work displayed when possible)		
Set-Up: Optimizes space in the room and student workstation set-ups to ensure physical safety, classroom management, and appropriate interactions among students and teacher		
Procedures: Establishes and follows norms, procedures, and routines		
Behavior Expectations: Communicates clear expectations of student behavior and supports student self-regulation		
Manages Behaviors Quickly: Monitors and responds appropriately to student behavior in a timely manner		
Positive & Respectful: Uses and promotes civil discourse and non-verbal interactions that are positive, supportive, and respectful		
Respects Backgrounds: Demonstrates and promotes respect and sensitivity for all students' backgrounds		

Comments on Learning Environment

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

Rating Scale:	4 – Accomplished (consistent, exemplary evidence)	3 – Proficient (consistent, proficient evidence)	2 – Emergent (developing, limited evidence)	1 – Not Evident (no evidence)	Midterm	Final

II. PLANNING AND PREPARATION

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

Comments on Planning and Preparation

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

Rating Scale:	4 – Accomplished (consistent, exemplary evidence)	3 – Proficient (consistent, proficient evidence)	2 – Emergent (developing, limited evidence)	1 – Not Evident (no evidence)	Midterm	Final

III. INSTRUCTION AND ASSESSMENT

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

Comments on Instruction and Assessment

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

Rating Scale:	4 – Accomplished (consistent, exemplary evidence)	3 – Proficient (consistent, proficient evidence)	2 – Emergent (developing, limited evidence)	1 – Not Evident (no evidence)		
					Midterm	Final

IV. PROFESSIONALISM AND GROWTH

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

Comments on Professionalism and Growth

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

UA Teacher Candidate Midterm/Final Evaluation

Signature Page

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

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

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

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

Due Process Chart

UA TPP Due Process Flow Chart

Orientation to Teacher Prep Program: Student is given a copy of the *UA TPP Professional Standards* and <u>long form</u> of *INTASC Standards*

Challenges or Outstanding?

Challenge

Outstanding

Instructor, Staff, Supervisor, Cooperating Teacher submit to the program director a copy of the *UA TPP Referral: Identification of Outstanding Students*

Instructor, Staff, Supervisor, Cooperating Teacher submit to the program director a copy of the *UA TPP Referral: Identification of Students Facing Challenges*

Minor or Major Issue?

Director may choose to encourage the nomination of that student for awards and scholarships, for example the Outstanding Student Teacher Award.

Minor

Major

Meet with the student, but not initiate a Professional Growth Plan. Following the meeting, the director should prepare a *Response to Referral* form and give a copy to the student.

Director and other relevant faculty/staff hold an initial meeting with the student and initiate a signed *UA TPP Professional Growth Plan* which specifies the expectations which must be met, as well as the options for the students should it be deemed at a later date that the expectations have not been met

Professional Growth Team meets with student to assess progress.

Problem repeats?

Yes

Meets goals?

No

- Petitioning to withdraw from current courses and re-taking courses the following semester;
- Petitioning to withdraw from courses and petitioning for re-admittance to the program after documentation that areas of concerns have been addressed.
- Petitioning to withdraw from course/program and applying to an alternate program within the department.

Referral Form

UA Teacher Preparation Programs
Referral
Identification of Students with Performance Concerns

(Both UA and field-based professional educators may initiate this form)

College of Education
_____ Elementary Education Teacher Preparation Program
_____ Early Childhood Education Teacher Preparation Program
_____ Severe and Multiple Disabilities Master's Program
_____ Cross-Categorical Special Education Program
_____ Cross-Categorical Special Education Master's Program
_____ Deaf and Hard of Hearing Education
_____ Teach Arizona Master's Program

College of Science
☐ _____ Secondary Mathematics Education Program
☐ _____ Science Teacher Preparation Program

College of Fine Arts
☐ _____ Music Education Program
_____ Art and Visual Culture Education Program
_____ Theatre Education Program

College of Agriculture and Life Sciences
☐ _____ Agricultural Education Program

University of Arizona South
_____ Elementary Education Teacher Preparation Program
_____ Secondary Education Teacher Preparation Program

Concern(s) (may be more than one area):
_____ Learner and Learning
_____ Content
_____ University of Arizona Standards for Teacher Candidates
_____ Instructional Practice
_____ Professional Responsibility

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.

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UA Teacher Preparation Programs
Response to Referral

Student name:

College of Education
_____ Elementary Education Teacher Preparation Program
_____ Early Childhood Education Teacher Preparation
Program
_____ Severe and Multiple Disabilities Master's Program
_____ Cross-Categorical Special Education Program
_____ Cross-Categorical Special Education Master's
Program
_____ Deaf and Hard of Hearing Education
_____ Teach Arizona Master's Program

College of Science
☐ _____ Secondary Mathematics Education Program
☐ _____ Science Teacher Preparation Program

College of Fine Arts
☐ _____ Music Education Program
_____ Art and Visual Culture Education Program
_____ Theatre Education Program

College of Agriculture and Life Sciences
☐ _____ Agricultural Education Program

University of Arizona South
_____ Elementary Education Teacher Preparation Program
_____ Secondary Education Teacher Preparation Program

Relevant area (may be more than one area):
_____ Learner and Learning   _____ Instructional Practice
_____ Content   _____ Professional Responsibility
_____ University of Arizona Standards for Teacher Candidates
☐
Met with student on:

Next steps:

Director: Date:

Student signature if needed: Date:

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.

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Professional Growth Plan

UA Teacher Preparation Programs
PROFESSIONAL GROWTH PLAN

Student Name   **Date**

☐ _____ College of Education   _____ College of Science
☐ _____ College of Fine Arts   _____ College of Agricultural & Life Sciences

Professional Growth Team Members: (Insert names of Program Director, Instructors, Cooperating Teacher(s), University Supervisor(s), Site Coordinators, and/or Advisor as appropriate)

STRENGTHS

CONCERNS AND EXPECTATIONS

(Summarize any events that may have necessitated the creation of this growth plan)

In order for _____(insert student name) to successfully complete _____(insert course/field experience/internship/student teaching), she/he must meet all of the following expectations by _____(insert date/year).

The following expectations will be implemented immediately, beginning on the date of this conference between the Professional Growth Team and the student.

Standards of Concern (within the appropriate box below, insert references to specific standards that are not being met)	Changes & Expectations (within the appropriate box below, specifically state what needs to occur for the standards to be met)
Content Knowledge	
Professional Responsibilities	
Learner & Learning	
Instructional Practice	
University of Arizona Standards for Teacher Candidates	

Failure to implement any of the above expectations will lead to the student's removal from her/his course, field experience, internship, or student teaching. As a result, the student may be unable to complete the program.

On _____ (insert date/year) a meeting will be scheduled with the student and Professional Growth Team Members. The progress with regard to the expectations listed in this document will be discussed and a decision will be made about whether the student will continue in the program.

At any time prior to or after the second scheduled meeting, 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 inform the student that she/he will not be able to continue in the program.

If the student is unable to complete the course, field experience, internship, or student teaching the changes and expectations, the student must meet with the Program Director and schedule an advising appointment to discuss options for the future. The options may include but are not limited to (choose the appropriate options for your program and remove any that don't apply):
- Petitioning to withdraw from current courses and re-taking courses the following semester;
- Petitioning to withdraw from courses and petitioning for re-admittance to the program after documentation that areas of concerns have been addressed.
- Petitioning to withdraw from course/program and applying to an alternate program.
- Other:

If a petition is not submitted or is denied, the student will not pass the current course(s), will not continue in the program, may not be allowed to petition for re-admittance to 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 Signature   Date

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