



THE UNIVERSITY OF ARIZONA

College of Education

Early Childhood



CREATE

Communities as Resources in Early Childhood Teacher Education

*A partnership of Helios Education Foundation and
the College of Education at the University of Arizona*

Program Guidebook

2017 - 2018

Teacher Candidates
Mentor Teachers
University Supervisors

Introduction

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

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

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



Donna Jurich, Ph. D.
Director of Early Childhood
and Elementary Programs
Email: djurich@email.arizona.edu
Phone: (520) 621- 5307



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

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CREATE

Communities as Resources in Early Childhood Teacher Education

Program, Principles and Standards



THE UNIVERSITY OF ARIZONA

College of Education

CREATE

Communities as Resources in Early Childhood Teacher Education

What guides the CREATE Program?

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

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

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

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

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

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

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

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

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

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

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

Adopted March 25, 2014

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

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

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

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

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

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

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

What makes the CREATE Program unique?

Relationships & Partnerships

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

Site-Based Cohorts

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

Professional Expectations

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

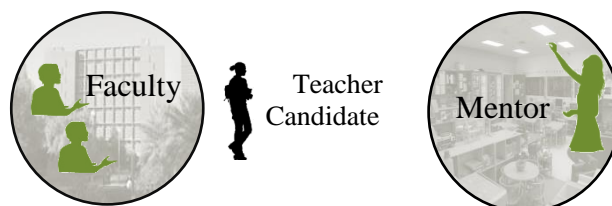
Candidates identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives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

Classrooms, Family & Community Contexts (or Experiences)

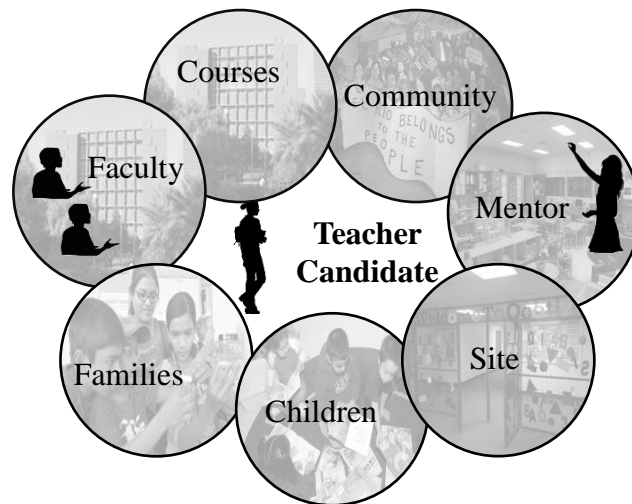
Through the CREATE Program, we have expanded the birth to third grade contexts to include experiences with families and communities that are a part of the school and children's lives. This ensures that the University of Arizona teacher candidates are prepared through courses and experiences to develop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

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

Traditional Model



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



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

In the CREATE Program, teacher candidates:

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

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

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

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

What does the Program look like?

	Fall	Spring	Fall	Spring
Courses	<ul style="list-style-type: none"> • TLS 301: Child Guidance & Classroom Management Birth-Age 8 (2) • TLS 411 Cultural Pluralism (3) • TLS 481 Children’s Literature (3) • TLS 317 Social Studies (3) • TLS 320: Early Childhood Education Foundations Birth-Age 8 (3) if not taken before Fall • TLS 394E Internship (1) • Total # of credits: 12-15 	<ul style="list-style-type: none"> • TLS 303 The Young Child: Birth to Age 8 (3) • TLS 312 Early Language Acquisition and Literacy Development (3) • TLS 309 Language and Literacy Practices Across Learning Contexts for the Young Child (2) • TLS 321 Art (1) • TLS 493D Student Teaching: Birth-PreK (6 units) • Total # of credits: 15 	<ul style="list-style-type: none"> • TLS 357: Using Data to Guide Instruction: Birth to Age 8 (3) • TLS 416 SEI (3) • SERP 301C Inclusion (2) • TLS 316 Math (3) • TLS 319: Language Arts and Literacy Practices for the Young Child (4) • TLS 394E Internship (1) • Total # of credits: 16 	<ul style="list-style-type: none"> • TLS 417 SEI II (3) • TLS 403: Reflective Professionalism and Leadership in Early Childhood Education (2) • TLS 314 Science (3) • TLS 493D Student Teaching K-3 (6 units) • Total # of credits: 14
Family-Home Interactions	3 family interactions	3 family interactions	3 family interactions	3 family interactions
Partner School & Community Engagements (Site = where UA courses take place Partner schools = where students have placements)	1 community engagement	1 community engagement	1 community engagement	1 community engagement
Location of Courses	On campus	Off Campus at Early Childhood Center	Off Campus at Early Childhood Center	Off Campus at Early Childhood Center
Practicum & Student Teaching	Visits to public and private sites for diversity of models Birth-PreK practicum/internship placements	Student Teaching continuing at Birth-PreK Sites from Fall	K-3 practicum/internship placements	Student Teaching continuing at K-3 Classrooms from Fall

FOR TEACHER CANDIDATES

How can I plan for the CREATE Program?

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

- Fall Year One
 - Required first semester courses are on campus.
 - Plan for one Thursday Professional Learning Opportunity from 4:30 – 5:30 each month. Dates will be announced in summer. (Program & course related)
 - Courses have not been scheduled in the morning so that you can complete site visits and then birth-preK field work hours.
 - Once your placements are made (end of September), you will complete 12 hours per week at your placement. (Course related)
 - You will also complete three family engagements during the semester in the late afternoon or evening (approximately late September, October, November). (Course related)
 - You will plan a community engagement will take place in the evening or on a Saturday. (Course related)
 - Make plans to return after winter break when your placement begins the year (not the U of A start date.) Be sure your housing allows for an early return.

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

- Fall Year Two
 - Required first semester courses are off campus.
 - Plan for one Thursday Professional Learning Opportunity from 4:00 – 5:30 each month. Dates will be announced in summer. (Program & course related)
 - You will complete 12 hours per week at your placement. (Course related)
 - You will also complete three family engagements during the semester in the late afternoon or evening (approximately late September, October, November). (Course related)
 - You will plan a community engagement will take place in the evening or on a Saturday. (Course related)
 - Courses take place in mornings and afternoons.

- Fieldwork will take place for one full day and one morning with the start and end times determined by the field placement.
 - You can begin your field placement at the beginning of the school district year if possible.
 - Make plans to return after winter break when your placement begins the year (not the U of A start date.) Be sure your housing allows for an early return.
-
- Spring Year Two
 - You begin before the UA courses. Start dates depend on field placement site.
 - Courses take place approximately every other week on Mondays and Tuesdays.
 - Field placements take place on days UA classes do not meet for 60 full days this semester.
 - You will also complete three family engagements during the semester in the late afternoon or evening (approximately late February, March, April). (Course related)
 - You will plan a community engagement with your cohort that may take place one evening or one weekend day. (Course related)

The University of Arizona
Teacher Preparation Programs
Professional Standards



College
of
Education

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

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

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

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

College of Agriculture & Life Sciences

College
of
Humanities



COLLEGE OF FINE ARTS

UASCIENCE
THE UNIVERSITY OF ARIZONA.
COLLEGE OF SCIENCE

ARIZONA'S FIRST
College
of
Education
THE UNIVERSITY OF ARIZONA.

THE UNIVERSITY OF
ARIZONA SOUTH

The University of Arizona *Teacher Preparation Programs Professional Standards*

Overview

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, are worthy to join the teaching profession. In order to communicate the expectations for students, the faculty has adopted the **InTASC Standards**, which the Arizona Department of Education (ADE) will be using as professional teaching standards. “The Interstate Teacher Assessment and Support Consortium (InTASC) is a consortium of state education agencies and national educational organizations dedicated to the reform of the preparation, licensing, and on-going professional development of teachers. Its work is guided by one basic premise: An effective teacher must be able to integrate content knowledge with the specific strengths and needs of students to assure that all students learn and perform at high levels.” More information on the InTASC Standards can be found at: http://www.ccsso.org/Documents/2011/InTASC_Model_Core_Teaching_Standards_2011.pdf. In addition, the University of Arizona Teacher Preparation Program Professional Standards include the **National Educational Technology Standards** created by the International Society for Technology in Education (ISTE NETS-T). More information can be found at: http://www.iste.org/Libraries/PDFs/NETS-T_Standards.sflb.ashx Finally, the University of Arizona Teacher Preparation Professional Standards include additional requirements specific to our programs.

Upon admission to a Teacher Preparation Program (TPP), students receive a copy of the *TPP Professional Standards* and the related referral forms. The *TPP Professional Standards* are the expectations for University of Arizona students who plan to become teachers. All students in any TPP at The University of Arizona are expected to demonstrate that they are prepared to teach children and youth. This preparation results from the combination of successful completion of coursework and display of important human characteristics which teachers should possess. Because the *TPP Professional Standards* are used throughout the certification programs from admission to graduation, some criteria will be more relevant when students are in fieldwork and some when students are completing coursework. The areas that the *TPP Professional Standards* address are (I) Learner and Learning, (II) Content Knowledge, (III) Instructional Practice, (IV) Professional Responsibility, (V) Educational Technology, and (VI) additional academic and professional requirements specific to the University of Arizona. UA students, faculty, staff, and supervisors, as well as mentor teachers involved with teacher preparation programs are provided copies of the *TPP Professional Standards*. As needed or required by each TPP, both UA and field-based professional educators may initiate the form for “*Identification of Students Exhibiting Outstanding Performance*” and the form for “*Identification of Students with Performance Concerns*.” These referral forms allow the programs to identify students who display outstanding knowledge, skills, and dispositions that deserve recognition. The procedure is also used to identify students whose performance is raising concerns about their ability to successfully complete the program. Students with performance concerns may be placed on a *Professional Growth Plan*, with completion of the program dependent on successful adherence to the plan. Student appeals of this process must follow University policy.

Professional Standards

I. The Learner and Learning

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

II. Content

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

III. Instructional Practice

- ***InTASC Standard #6:*** Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.
- ***InTASC Standard #7:*** Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

- ***InTASC Standard #8:*** Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

IV. Professional Responsibility

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

V. Educational Technology

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

VI. University of Arizona Requirements for Teacher Candidates

In addition to the InTASC and ISTE NETS·T Standards, teacher candidates at the University of Arizona demonstrate a commitment to their academic program and to education by:

- attending, being on time, and being prepared for scheduled classes and field experiences;
- having a professional appearance;
- communicating professionally and respectfully orally and in writing with and about peers, colleagues, instructors, K-12 students, teachers, administrators, families, and community members, including all forms of social media;
- looking beyond self and respecting differences of race, ethnicity, language, social class, national allegiance, cultural heritage, disability or perceived disability, gender, and sexual orientation;
- accepting and acting upon reasonable criticism;
- understanding and respecting others' perspectives;
- questioning and testing their assumptions about teaching and learning;
- separating personal and professional issues;
- exhibiting their knowledge through inquiry, critical analysis, and synthesis of the subject;
- maintaining or exceeding the minimum grade point average in their respective programs:
 - CoE - Early Childhood Education Teacher Preparation
 - 3.0 G.P.A. education major, 3.0 G.P.A. in overall coursework

NAEYC Professional Preparation Standards

NAEYC Standard 1: Promoting Child Development and Learning

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

Key elements of Standard 1:

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

NAEYC Standard 2. Building Family and Community Relationships

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

Key elements of Standard 2:

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

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

Students prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.

Key elements of Standard 3

- 3a: Understanding the goals, benefits, and uses of assessment
- 3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches
- 3c: Understanding and practicing responsible assessment to promote positive outcomes for each child
- 3d: Knowing about assessment partnerships with families and with professional colleagues

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

Students prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Students know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.

Key elements of Standard 4

- 4a: Understanding positive relationships and supportive interactions as the foundation of their work with children
- 4b: Knowing and understanding effective strategies and tools for early education
- 4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches
- 4d: Reflecting on their own practice to promote positive outcomes for each child

NAEYC Standard 5. Using Content Knowledge to Build Meaningful Curriculum

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

Key elements of Standard 5

- 5a: Understanding content knowledge and resources in academic disciplines
- 5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines
- 5c: Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child.

NAEYC Standard 6. Becoming a Professional

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

Key elements of Standard 6

- 6a: Identifying and involving oneself with the early childhood field
- 6b: Knowing about and upholding ethical standards and other professional guidelines
- 6c: Engaging in continuous, collaborative learning to inform practice
- 6d: Integrating knowledgeable, reflective, and critical perspectives on early education
- 6e: Engaging in informed advocacy for children and the profession

Persons with disabilities, who, with or without reasonable accommodations, are able to complete the essential requirements of the program, will not be discriminated against because of their disabilities. Information concerning the accommodation policy can be obtained in the University of Arizona Disability Resources Center. More information regarding disability accommodations can be found on page 19 of this guidebook.

UA Teacher Preparation Programs
PROFESSIONAL GROWTH PLAN

Student Name

_____ **College of Education**
_____ **College of Fine Arts**

Date

_____ **College of Science**
_____ **College of Agricultural & Life Sciences**

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

STRENGTHS

CONCERNS

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),s/he must meet all of the following expectations by _____ (insert date/year).

Standards of Concern (within appropriate box below, insert references to specific standards that are not being met)	Changes & Expectations	Measure	Support
Content Knowledge			
Learning & Learning			
Instructional Practice			
Positive Learning Environment			
Families & Communities			
Professionalism			
University of Arizona Standards for Teacher Candidates			

As an accredited teacher preparation program, we are required to monitor student progress. The intent is to ensure that graduates of the program demonstrate the professional knowledge and skills to be successful as teachers. To satisfactorily progress through the program, _____ (insert student name) must meet the expectations above.

In _____ (insert date/year), _____ (insert student name) and the team will discuss the _____'s (insert student's name) progress with regard to the expectations listed in this document 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 his/her responsibilities, or he/she is unable to meet the expectations required by this document, a meeting will be called to inform the student that he/she will not be able to continue in the program.

If the student is unable to complete the courses and field or meet the expectations described, 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:

- Petitioning to student teach in _____ demonstrating that she has met all the requirements listed above.
- Petitioning to withdraw from current courses and re-taking courses the following semesters;
- 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.

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

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

Student _____ Date _____

As of _____ (Insert date/year), the student has successfully met the expectations delineated in this Professional Growth Plan.

Signatures

Program Director

Co-Teaching As a Student Teaching Model



College of Education

Co-Teaching

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

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

Why co-teach during student teaching? Co teaching:

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

Co-teaching is not:

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

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

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

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

Co-Teaching Strategies

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

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

Co-Teaching Lesson Planning Sheet

Date/Time of planning session _____

Date(s) of lesson _____

Goal(s) for this planning session:

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

Teacher #1: _____ Teacher #2 _____

Standard(s) for lesson:

Roles/Responsibilities:

Space (classroom set-up) considerations:

Materials necessary and who will be responsible:

Tips to remember:

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

Teacher Candidate Information



College of Education

Application Process and Eligibility for Student Teaching

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

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

The second step in the process is for the students to complete the packet which includes the application information and a resumé.

Most often, and ideally, teacher candidates are placed with the mentor teachers with whom they have had a practicum experience the previous semester. At times, this placement may change. When that happens, the Site Coordinator works with the Director of Field Experiences to find a suitable alternative placement.

Eligibility is essential.

Each teacher candidate must have:

- a valid Arizona Department of Fingerprint Clearance Fingerprint IVP card,
- a 3.0 GPA in overall coursework and a 3.0 GPA in the education major,
- an eligibility meeting with his/her academic advisor the semester prior to student teaching.

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. Individual student requests will be considered.

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

Disability Accommodations

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

Nondiscrimination and Anti-Harassment Policy

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



THE UNIVERSITY OF ARIZONA

College of Education

Placement Guidelines

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



Early Childhood Student Teaching Agreement Form

Contingent on fingerprint clearance and eligibility

FALL 2017

Completed by *STUDENT TEACHER*:

Due Date:

Name: _____

Elementary School Placement	
School District: _____	
School Name: _____	
Grade Level: _____	

Preschool Placement	
Preschool: _____	
Age of Students: _____	

I AM ON THE COLLEGE OF EDUCATION LISTSERV Yes ___ No ___

It is *essential* that you are on the correct College of Education ListServ and check your email at least every 24 hours. Much of our communication will take place through email. If you are not on the ListServ, please write in your UA email below.

UA Email Address: _____

By signing below, I acknowledge the following:

I accept responsibility for all information/procedures as listed in the CREATE Program Student Handbook.

Completed by *COOPERATING TEACHER*:

Name: _____

Home Phone # _____ Work Phone#: _____

Permanent Address: _____

City: _____ State: _____ Zip: _____

Work Email (*MANDATORY*): _____

Alternate Email: _____

K-3rd Teachers: By signing below, I acknowledge that I am full time and currently certified by the state of Arizona to teach in the public school system and I am responsible for mentoring my student teacher.

Preschool Teachers: By signing below, I acknowledge that I am currently approved to teach in a preschool and I am responsible for mentoring my student teacher.

SIGNATURES

Student Teacher Date

Cooperating Teacher Date

School Principal/Administrator/Preschool Director Date

Completed form must be on file with the Office of Field Experiences *on or before* _____.

Calendar Information

Student Teacher Semester Requirements

CREATE student teachers are required to follow the CREATE semester calendar and have full or fully implemented co-teaching responsibility for a minimum of twenty (20) days when they are student teaching in an elementary classroom and twenty (20) mornings or activity times when they are student teaching in a preschool. Individual co-teaching plans will be approved by the University supervisor.

Substitute Teaching

Teacher candidates may not be used as substitute teachers by districts/schools/preschools during the time in which they are student teaching.

Semester Calendar Guidelines

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

Teacher candidates who are assigned to schools on year round or modified school calendars must develop an individual plan with their cooperating teacher and university supervisor to make sure they will complete the required student teaching days. Student teachers will follow the holidays of the school district in which they are teaching not the University of Arizona. (Example – spring and fall vacations).

CREATE Student Teaching Calendar Information

Spring 2018

Student teaching will be full days except when U of A classes are held at their respective sites. Student teaching days begin and end with their cooperating teacher’s schedule. Any students missing student teaching days must get approval by the Director of Field Experiences.

U of A classes are held on alternating weeks on Monday and Tuesday and are scheduled to begin on Monday, January 19. Should this class schedule change, all students will be notified. Check your U of A email for regular program updates. Any students missing U of A classes must get approval from their professor. When students are not taking U of A classes, they are student teaching.

IMPORTANT EVENTS	DATES
All student teachers report to their assigned student teaching classrooms when their teachers report after winter break.	Monday, January 8, 2018
Student teaching business meeting	Monday, January 8th @ 3:00 pm Location TBA
Student teachers begin their U of A classes and report to Emily’s Place or Ocotillo ELC	TBD
Career Fair (optional and highly recommended for seniors)	TBD
Last Day to Student Teach	May <u>xx</u> , 2018 (your school schedule depending; this you will coordinate with your University Supervisor)

Required Daily Hours

Student teachers are required to be at school the same hours required for their **full time** mentor teacher. This includes staff meetings, school activities and family and community events. Any adjustments to this must be approved by the University supervisor and mentor teacher.

Absences

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

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 Holiday
Professional Development Days	Veteran's Day Holiday
Parent/Teacher Conference Days	Thanksgiving Holidays (Thursday and Friday)
Early Release Days (For Students)	Martin Luther King/Civil Rights Holiday
Career Fair Day (Spring, only) (Student Teachers report to UA Campus)	Rodeo Holidays
	School Fall/Spring Break Holidays

Any exceptions for missing student teaching days must be approved by the Director of Field Experiences.

**University of Arizona
RESPONSIBILITY SCHEDULE**

STUDENT WILL FILL OUT A RESPONSIBILITY SCHEDULE FOR EACH PLACEMENT

- *This form must be completed by the mentor teacher and student teacher.*
- *Dates and responsibilities may change during the semester.*
- *Schedule must be approved by the University supervisor.*

Name _____ Semester /Year _____

School _____ Grade/Age _____

Please fill out the tentative schedule after reading your guidebook. You will become familiar with all aspects of the classroom and school environment. List the projected responsibilities you will assume each week. It is recommended the responsibilities be accumulative, leading up to the gradual responsibility for the entire day. You will have the co-responsibility for planning, classroom management and the instructional program.

Week of	Responsibilities

Student Teacher _____ Date _____
Mentor Teacher _____ Date _____
University Supervisor _____ Date _____

Supervisors must submit copy to the Office of Field Experiences.

Student Teaching Requirements

1. Attend Student Teacher/Mentor Teacher Orientation Meeting, which is scheduled at the beginning of the student teaching semester and the CREATE Professional Learning Opportunities scheduled throughout the semester.
2. Follow all guidelines listed on the “Responsibility Schedule.”
3. Complete a portfolio which includes all required artifacts. Refer to the “Portfolio Assessment.”
4. Complete all required supervisor assignments.
5. Follow all requirements listed on the “Midterm” and “Final” assessment.
6. If you are a Year Two CREATE Teacher Candidate (senior in the K-3 phase of student teaching), purchase required textbook for TLS 493d.
7. Be responsible for reading the current “Student Teacher Guidebook,” which can be found online or purchased at Fast Copy’s website:

https://www.myorderdesk.com/Form.asp?Provider_ID=155862&OrderFormID=305953

8. Student teachers are required to provide documentation on a time card. Documentation includes attendance, observations, pass or fail grade, completion of portfolio and other related activities. Time cards are to be signed and completed at the time of the final conference and given to the University supervisor. Attendance will be verified by the Mentor teacher each day and the University supervisor will initial the timecard during each visit. Maintain communication with University supervisor, Mentor teacher, Site Coordinator, Director of Field Experiences and faculty.



College
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Mentor Teacher Information



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Mentor Teacher Information

Selection Process

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

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

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

Qualifications for Mentor Teachers

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

Furthermore, all mentor teachers must be:

- Approved to be mentor teachers by their school districts and principals or directors;
- Interested in mentoring student teachers as part of their commitment to the profession;
- Capable of working as effective team members with the teacher candidates, university supervisors, site coordinators, the College of Education and the school administration, for the benefit of student teachers;
- In agreement with the four principles of CREATE and University of Arizona Teacher Preparation Professional Program Standards

- Willing to work with selected teacher candidate 1 ½ days in the Fall semester, and a minimum of 60 days (Year 1 candidates) 75 days (Year 2 candidates) in the Spring semester;
- Willing and able to integrate into teacher candidate classroom curriculum materials, such as the cultural story boxes (birth-preschool/year one) or family story backpacks (elementary/year two) thus enabling the teacher candidate the opportunity to directly apply concepts and skills taught in University courses in the clinical setting;
- Willing and able to support the home engagement activity requirements of the teacher candidates by assisting in identifying case study families and supporting communication with agreeing families;
- Committed to working with student teachers in co-planning and evaluation;
- Willing to continuously evaluate their own effectiveness as teachers and strive for self- improvement;
- Able to communicate their knowledge of teaching and learning to others;
- Willing and able to demonstrate a positive and enthusiastic attitude toward teaching and working with student teachers

Mentor Teacher Responsibilities

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

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

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

Feedback/Assessment

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

Informal assessment can be provided through:

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

Teacher candidates will work with mentor teachers to make sure that any recording follows the guidelines and regulations developed by the school setting. School and district guidelines for consent for recording students will be strictly followed by all teacher candidates.

Compensation for Mentor Teachers

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

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

Important information regarding compensation:

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

Professional development credit:

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

University Supervisor Information



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University Supervisors

Qualifications

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

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

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

Overview of Requirements

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

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

Weekly Contacts

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

Classroom Observations with Debriefing

Classroom observations are recommended every two weeks to evaluate the teacher candidate's progress over time in all areas. The expectation is that all teacher candidates will be formally observed with a full debriefing 6-8 times per student teaching semester.

Supervisor Seminars

Supervisor seminars are designed to meet the needs of the student teachers throughout the semester. Should a teacher candidate have an area in need of development beyond practicum work the University supervisor *may* require the teacher candidate to attend *up to two* separate seminars to address the area and provide the support needed. These seminars will be conducted outside of the student teaching day.

Coaching

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

Assessments

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

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

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

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

Teacher Candidate, Mentor Teacher & University Supervisor Three Way Meetings:

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

#2 Mid-Semester Evaluation Conference – This is the midterm evaluation meeting that is scheduled with the mentor teacher and the teacher candidate by the 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 mentor 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.

Initial Visit to the Classroom

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

*It is important to find a place in the classroom (for example: tray, folder, and counter area) that can be used for written communication (and as storage for the notebook with the timecard, evaluation sheets and notes, so when supervisors are visiting the school and need to exchange written communication, they will not need to interrupt the instruction.

*This is a good time for the supervisor to be given a school handbook and/or parent handbook, which will include important practical information such as a map, school calendar, hours, and names of staff.

Scheduling

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

Amount of Time

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

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

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

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

CREATE Professional Development Opportunities (PLOs)

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

University of Arizona Office of Field Experiences

Policy for Student Teacher Dismissal/Reassignment

In certain situations, a teacher candidate may need to be moved to a second teaching assignment or removed totally from student teaching. Some of the typical reasons for removal are: personality conflicts, conflicting expectations, excessive absences, inadequate performance, and insurmountable discipline problems.

IT IS IMPERATIVE that the University supervisors and mentor teachers identify these difficulties early in the semester and notify the Director of Field Experiences as soon as the problem becomes evident. The following action should be taken without delay:

- I. A Profession Growth Plan needs to be developed by the University supervisor and the mentor teacher, which will be signed by the University supervisor, mentor teacher, Director of Field Experiences, and student teacher at a conference.
- II. At or after the conference, the University supervisor and Director of Field Experiences will make a decision regarding withdrawal from student teaching or reassignment of a placement. (Note: In rare instances, a reassignment may occur without a plan for improvement. When this occurs, the rationale for that reassignment will be documented. This generally occurs when the student is not in control of the circumstances leading to the need for a new assignment.)
 - If the reason for removal is justified, and a second placement is an option, the Professional Growth Plan will outline the University expectations for the student teacher.
 - In some cases, remediation may be required, and placement will be delayed. The Director of Field Experiences will review the outcome of the remediation experience to determine if a second and final placement will be awarded.

Note: In rare cases, depending on timing and circumstance, a second placement can not be made in the same semester and placement is postponed to a subsequent semester. If this occurs, the Professional Growth Plan will remain intact and will follow the student in the second placement. All second placements in a subsequent semester are contingent on petition approval.

- If a second placement is approved, this placement will be considered a final placement.

All teacher candidates will be referred to their academic advisor or the Director of Early Childhood and Elementary Education to discuss their options.

Assessment of Teacher Candidate Performance



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Assessment of Teacher Candidate Performance

Grading: During the Student Teaching Phases of the Program

The student teacher 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 teacher candidate who, in the judgment of the mentor teacher and University supervisor, has failed to progress sufficiently during the student teaching experience will receive the grade of “F” (fail). Neither a passing nor a failing grade is included in the computation of the graduation grade point average. All required materials must be received in the Office of Field Experiences before grades will be posted.

Required Materials: *Each Semester of Student Teaching*

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

Midterm and Final Conference Guidelines

Scheduling: BE PROACTIVE WHEN SCHEDULING

(School district calendars may require adjusting these dates.)

Midterm Conference –

Fall semester and Spring Semester:

Approximately 7 weeks after beginning of student teaching.

Final Conference –

Fall semester: By first week in December

Spring semester: By first week in May

Midterm and Final Assessment Form

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

Procedures for Completing University of Arizona Assessment Forms

University supervisors and mentor teachers will fill out the midterm and final assessment form and one document will be submitted to the Office of Field Experiences. The conference must include the University supervisor, mentor teacher, and student teacher. The assessment forms will be discussed at that time.

All three signatures and the date must be on each evaluation form.



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CREATE STUDENT TEACHING TIME RECORD

MUST COMPLETE IN BLUE OR BLACK INK

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

Key		Pre-Student Teaching																						
UA = UA Classroom	ab = Absent	T = Tardy	X = Student Teaching Classroom	DH = District Holiday	Record Date(s)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
Monday																								
Tuesday																								
Wednesday																								
Thursday																								
Friday																								
Total weekly absent/tardy																								
Cooperating Teacher's Initials (Please initial each week)																								
Supervisor's Initials (Please initial each visit)																								

Supervisor Classroom Observations	
Date	Supervisor Initials

Conferences	
	Supervisor Initials
Date	
Initial	
Midterm	
Final	

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

Student Teaching Dates		Date/Time	Supervisor Initials
Beginning Date:		1/9/17 8:30am	
Ending Date:		2/15/17 2:00pm - 6:00pm	
<i>Student Teaching</i> FINAL GRADE:			
		PASS <input type="checkbox"/>	FAIL <input type="checkbox"/>

Student Teacher	Date:
Cooperating Teacher	Date:
University Supervisor	Date:

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

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



College of Education

EARLY CHILDHOOD STUDENT TEACHER ASSESSMENT
MIDTERM_ _____
FINAL_ _____

Name: _____ School: _____

Grade/Classroom: _____ Semester: _____ Date: ____/____/____

4 = Accomplished-Teacher candidate's performance demonstrates clear, convincing and consistent evidence
 3 = Proficient-Teacher candidate's performance demonstrates considerable evidence
 2 = Emergent-Teacher candidate's performance demonstrates developing evidence
 1 = Not Evident- Teacher candidate's performance demonstrates no evidence
 NA = Teacher candidate's performance is not applicable

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Content	4	3	2	1	NA	COMMENTS
❖ InTASC Standard 2.4.5,8 ❖ NAEYC Standards 5 ❖ NETS.T Standards 1, 2 The Early Childhood Candidate A. Knows and uses the central concepts, inquiry tools and structures of content areas or academic disciplines in planning and instruction. (InTASC 4, NAEYC 5) <ul style="list-style-type: none"> • Language and literacy • The Arts-music, creative movement, drama, visual arts • Mathematics • Science • Active physical play, physical education, health and safety • Social Studies 						
B. Engages learners in content experiences that encourage questions and analyzing in order to master content. (InTASC 4.5)						
C. Recognizes learner misconceptions of content and adjusts instruction to build accuracy. (InTASC 4)						
D. Creates opportunities for learners to learn, practice, and master disciplinary content skills and academic language in their content. (InTASC 4)						
E. Plans and implements lessons that provide opportunities to support children's intellectual, social and emotional development. (InTASC 2, NAEYC 4, NETS.T 1.2)						
F. Uses and modifies instructional resources, curriculum materials and technologies efficiently to help learners access, evaluate and apply information. (InTASC 4, NETS.T 1). Contents Composite Rating						

	4	3	2	1	NA	COMMENTS
The Learner and Learning						
❖ InTASC Standard 1,2,3						
❖ CREATE Principle 1						
❖ NAEYC Standards 1, 4						
<i>The Early Childhood Candidate</i>						
A. Learners Development						
1. Understands the learners' characteristics and needs. (NAEYC 4)						
2. Understands how the learners grow and develops as individuals. (InTASC I)						
3. Recognizes the effective patterns of learning and development. (InTASC I, NAEYC 4)						
B. Learning Differences						
1. Connects with families to create foundations for learning. (NAEYC 4)						
2. Uses children's "funds of knowledge" to inform instruction. (CREATE I)						
3. Understands cultural knowledge within the community. (InTASC I, CREATE I, NAEYC 4)						
The Learner and Learning Composite Rating						

	4	3	2	1	NA	COMMENTS
Instructional Practice						
❖ InTASC Standard 2, 4, 6, 7, 8						
❖ CREATE Principle 2, 3						
❖ NAEYC Standards 3, 4, 5						
❖ NETS.T Standards 1, 2						
<i>The Early Childhood Candidate</i>						
A. Assessment						
1. Uses multiple types of assessments to monitor progress and guide planning. (InTASC 6, NAEYC 3, NETS.T 2)						
2. Makes assessment accommodations for students with special learning needs. (InTASC 6)						
3. Makes assessment accommodations for students with second language learning needs. (InTASC 6)						
B. Planning for Instruction						
1. Uses standards/benchmarks to specify desired learner outcomes. (InTASC 4, 7, NAEYC 5)						
2. Relates learning to prior knowledge. (InTASC 4, 7)						
3. Plans and implements teaching procedures that develop content sequentially. (InTASC 4, 7)						
4. Plans for modifications based on individual learner needs. (InTASC 1, 7, NAEYC 1, 4, NETS.T 1)						

5. Accepts opportunities to take responsibility for learner learning. (INTASC 10)								
C. Instructional Strategies								
1. Plans and implements literature based lessons. (CREATE 2)								
2. Implements lesson plans effectively using a variety of instructional strategies. (INTASC & NETST 2)								
3. Includes opportunities for higher-level thinking. (INTASC & NETST 2)								
4. Differentiates instruction to accommodate special learning needs of individuals and groups of learners. (INTASC 2.6)								
5. Identifies and implements strategies using instructional aids to meet the needs of English Language Learners. (INTASC 5)								
6. Incorporates "funds of knowledge" in literacy education for children. (CREATE 3)								
7. Modifies lessons and assessments to meet individual needs. (INTASC & NAEYC 4)								
8. Uses technology and internet based resources to help learners assess, evaluate and apply information. (INTASC & NETST 1.2)								
Instructional Practices: Composite Rating								

	4	3	2	1	NA	COMMENTS
Positive Learning Environment						
❖ InTASC Standard 2, 3						
❖ CREATE Principle 3						
❖ NAEYC Standards 1, 2, 4						
The Early Childhood Candidates						
A. Co-creates an environment in which each learner can achieve his/her full potential through active engagement, challenges and promotion of self-motivation. (INTASC 2, NAEYC 3.4, NETST 1)						
B. Values and promotes diverse learning styles, abilities, skills and interests. (INTASC 2, NAEYC 4)						
C. Maintains a classroom that is healthy, open, respectful, supportive and challenging, that includes family involvement. (INTASC 3, CREATE 3, NAEYC 1)						
D. Establishes and implements shared values for mutual respect and quality work. (NAEYC 4)						
E. Makes effective use of time, space, and materials to engage learners' attention. (NAEYC 4, NETST 2)						
F. Develops, implements and clearly communicates norms, expectations, procedures and routines. (NAEYC 4, NETST 4)						
Positive Learning Environment: Composite Rating						

Family and Communities	4	3	2	1	NA	COMMENTS
<ul style="list-style-type: none"> ❖ InTASC Standard 3 ❖ CREATE Principle 1,3,4 ❖ NAEYC Standards 1,2 The Early Childhood Candidate:						
A. Involves families in literacy education for children. (CREATE 3)						
B. Demonstrates an understanding of the cultural knowledge and skills -funds of knowledge-within the diverse cultural community. (CREATE 1)						
C. Collaborates with others in school and community settings. (CREATE 4)						
D. Co-creates respectful and reciprocal family and community relationships. (NAEYC 2)						
E. Co-creates an environment respectful of cultural and family influences. (NAEYC 1)						
F. Connects with the learner and families through understanding of cultural context. (InTASC 3.5)						
Family and Communities: Composite Rating						

Professionalism	4	3	2	1	NA	COMMENTS
<ul style="list-style-type: none"> ❖ InTASC Standard 9,10 ❖ CREATE Principle 4 ❖ NAEYC Standards 6 ❖ NETS.T 3,4,5 The Early Childhood Candidate:						
A. Exhibits enthusiasm for teaching and learning. (InTASC 9, NETS.T 3)						
B. Demonstrates a caring, positive attitude. (InTASC 10)						
C. Understands and adheres to school site and University of Arizona standards of practice, including but not limited to being on time, being prepared and dressing appropriately. (InTASC 9, IIA Standards for Teacher Certification V)						
D. Is flexible, open to new ideas and demonstrates ability to modify beliefs and practices to meet the needs of each learner. (InTASC 9, NETS.T 3)						
E. Contributes to culture that supports high expectations for learner learning. (InTASC 10)						
F. Analyzes and reflects on practices and choices, embracing the challenge of continuous improvement. (InTASC 9, CREATE 4, NAEYC 6)						
G. Seeks leadership opportunities to become an informed advocate of sound educational practices and policies. InTASC 9, NAEYC 6, NETS.T 5)						

H. Is aware of and maintains professional ethics. (MTASC 9, NAEYC 6, NETST 4)					
I. Engages in continuous, collaborative learning with other teachers and teacher educators within the school and professional community. (MTASC 10, CREATE 4, NAEYC 6)					
J. Engages in ongoing professional learning. (MTASC 9, 10, NETST 5)					
K. Communicates professionally and respectfully orally and in writing with peers, colleagues, instructors, K-3 students, teachers, administrators, families and community members. (I.A. Standards for Teacher Certification V)					
Professionalism Composite Rating					

Signature below indicates participation in the assessment process:

Student Teacher _____ Date: ____/____/____

Cooperating Teacher _____ Date: ____/____/____

Supervisor: _____ Date: ____/____/____

PORTFOLIO

Your portfolio documents that you have met the Principles and Standards that are the basis of the Early Childhood Education Program. The list below provides possible artifacts to include which demonstrate that you have met the Principles and Standards.

Each semester, you will include in your portfolio your Benchmark Assignments as designated by the instructors of the courses. Instructors for the courses will evaluate these assignments.

You may also include additional information in your portfolio that presents you in a professional light and would lead to your being hired.

The University supervisor will assess whether the portfolio is complete, professional, and appropriately represents your first or second year in the program. The University supervisor will assess your portfolio using the following rubric:

Exceeds	The portfolio contains all benchmark assignments as well as other professional materials that represent the teacher candidate's progress or completion of the program. In addition, the portfolio exceeds expectations when it represents the teacher candidate as a professional and would contribute to the teacher candidate <u>being hired.</u>
Meets	The portfolio contains all the benchmark assignments in a professional format.
Does Not Meet	The portfolio does not contain all the benchmark assignments and/or is unprofessional.