Introduction

The University of Arizona’s College of Fine Arts is committed to providing our students with a positive, professional, and practical student teaching experience in the areas of music and art and visual culture education. University arts professors, supervisors, and mentor teachers work collaboratively with our student teachers to ensure a successful student teaching experience which fosters their excitement to enter the education profession as enthusiastic and effective arts teachers prepared to adapt to the changing environment of education.

This edition of the “College of Fine Arts Teacher Candidate Guidebook” is intended as a resource guide with practical information to help student teachers, mentor teachers, and university supervisors understand their roles and responsibilities. It is not meant to be comprehensive but rather to give an overview of the student teaching process. More information and forms can be found on our website: http://cfa.arizona.edu/students/office-of-field-experience/. I am here to help you through the process if questions or concerns arise.

As the Director of Field Experience for the College of Fine Arts, I want to welcome you to the student teaching experience and thank you in advance for your commitment to ensuring the Teacher Preparation Program’s student teaching component is a positive, professional, and practical experience for our future arts educators.

Sincerely,

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Student Teacher Placement Process
# Semester Prior to Student Teaching

Here is the breakdown of the application and placement process for student teachers, which occurs during the last semester of coursework, which is the semester prior to student teaching semester.

<table>
<thead>
<tr>
<th>When?</th>
<th>What?</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASAP</td>
<td>Get fingerprinted and obtain your <strong>Fingerprint Clearance Card</strong>. You will need this for your student teaching application. No student is allowed to student teach without fingerprint clearance.</td>
</tr>
<tr>
<td>First week of the semester</td>
<td>Meet with your major professor to let them know of your intentions to student teach the following semester.</td>
</tr>
<tr>
<td>Second-Third Week of Semester</td>
<td>Attend the mandatory <strong>Orientation Meeting</strong> with the Office of Field Experiences. Dates are posted on our website and RSVP beforehand.</td>
</tr>
<tr>
<td></td>
<td>• Outline the application and fingerprinting process</td>
</tr>
<tr>
<td></td>
<td>• Discuss Eligibility and Certification requirements: coursework, US/AZ Constitution, and NES testing (recommended)</td>
</tr>
<tr>
<td>Third Week of Semester</td>
<td><strong>Meet with your advisor and major professor for Coursework Checklist.</strong> Schedule an appointment with the academic advisor who will complete a portion of the Coursework Checklist with the student. Then, the student needs to make an appointment with the major professor to finish and verify information on form.</td>
</tr>
<tr>
<td>Fourth-Fifth Week of Semester</td>
<td><strong>Complete Application Packet, Coursework Checklist, Fingerprint Card, and Hard Copy of Résumé Due.</strong></td>
</tr>
<tr>
<td>Fifth-Sixth Week of Semester</td>
<td>Dr. Nolan will receive placement recommendations from your major professors. She will start contacting principals, district administrators, and recommended teachers to verify they approve of having a student teacher.</td>
</tr>
<tr>
<td>Throughout the semester</td>
<td>If principal, district administrator, and mentor teacher approve the student teacher, the student will receive an email with the following forms: <strong>Potential Student Teaching Assignment, Agreement Form, and Student Teacher Clearance Forms (if placement is TUSD or Sahuarita)</strong>. Your Potential Student Teaching Assignment will list your potential mentor teacher and where you have been placed (this is not necessarily your final assignment but is contingent upon you completing all of the steps for student teaching).</td>
</tr>
<tr>
<td>Throughout the semester</td>
<td>Once you are assigned a potential mentor teacher, email or call him/her within 2 days. Arrange a time as soon as possible to meet with the mentor teacher and observe him/her teach.</td>
</tr>
<tr>
<td>Throughout the semester</td>
<td>You then have two weeks to observe the mentor teacher, and if all agree to the student teaching placement, you need to have the teacher and principal sign the Agreement Form, and <strong>return the Agreement Form and Student Teacher Clearance Forms (if placement is TUSD or Sahuarita) by the due date listed.</strong></td>
</tr>
<tr>
<td>When?</td>
<td>What?</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Throughout the semester</td>
<td>Once everything is processed, Dr. Nolan will give you, the mentor teacher, and principal final verification of the placement. You should then also contact the mentor teacher and observe them teach at least two more times before the end of the semester.</td>
</tr>
</tbody>
</table>
| Reading Day           | Attend the mandatory Professional Development Conference Part I:  
• Institutional Recommendation paperwork  
• Professionalism and Dress  
• Department of Child Safety (DCS) Mandatory Reporting laws  
• FERPA training  
• Phase-In Schedule  
• Midterm and Final Evaluations  
• Go over the Handbook  
• Referrals and Growth Plans  
• Attendance and required days  
• Time Sheet and How to fill it out  
• Start Dates and End Dates  
• Future meeting dates  
• Question/Answer Session |
| Prior to the End of Semester | Mark these important dates on your calendar for next semester:  
• **Start date** for the district in which you are student teaching (this is often BEFORE U of A classes begin). Typically, in the Fall, teachers have a few days of set-up, planning, and meetings prior to the school children’s first day of school. Check with your mentor teacher for the date teachers need to report to work.  
• **Professional Development Conference Part II**: this is a mandatory meeting right at the beginning of your student teaching semester. Your university supervisor and mentor teacher will join you for the second half.  
• **Career Advisement Session**: this is a mandatory session geared to prepare you for obtaining your teaching certification and getting a job after you finish student teaching. Topics include: Institutional Recommendations (IR), NES tests, state teaching certification, writing a cover Letter, writing an effective résumé, portfolios, job searching, and successful interviewing. The spring Career Advisement Session also includes attending the UA Educational Career Fair. |
Application Process

Students must apply to student teach the semester prior to the planned student teaching semester. The application process begins by letting your major professor know of your intentions to student teach the following semester and attending the student teacher orientation hosted by the College of Fine Arts Office of Field Experience. This one-hour orientation meeting is typically held during the second or third week of the semester. Student teachers receive pertinent information regarding applying for student teaching and the placement process at this orientation.

Fingerprint Clearance

Applicants to the student teaching program must possess a current, valid IVP Fingerprint Clearance card before the student teaching semester. If any student is unable to provide the College of Fine Arts with evidence of fingerprint clearance before the date student teaching begins, clearance for student teaching will be revoked. The student must bring the actual fingerprint clearance card to the Office of Field Experience, not a photocopy. The student teacher needs to keep the actual fingerprint clearance card with them at all times when at their school site and at school-related events. New cards (or if your card is scheduled to expire) take approximately two months to come in the mail after submitting prints, payment, and an application. If a replacement card is needed (e.g., card got lost, change of name, typo on card, etc.), a replacement card typically takes two weeks and can be obtained by following the directions at: http://www.azdps.gov/services/fingerprint/.

Coursework Checklist

Applicants will need to have this form signed by a faculty member from their chosen major and their academic advisor. This Coursework Checklist is described to applicants at the orientation meeting and is available from our website.

All Student Teachers must maintain a 3.0 major GPA and receive a grade of C or better in all major/professional courses to be eligible to student teach. Art and Music education majors also need to maintain a minimum cumulative GPA of 2.5. All degree coursework, senior capstones, NES Tests, and AZ/US Constitution requirements must be successfully completed prior to the final examination date of Summer I for Fall student teachers or by the end of the Fall semester final exams for Spring student teachers (using the UA Academic Calendar).

Résumé

Student teachers attach a hard copy of their résumés with the application packet. Please remember that this is an important document that will be viewed by professionals in the College of Fine Arts, school principals, mentor teachers, and potential future employers. Spelling, punctuation, format, and accuracy are important. During the student teaching semester, students will receive more detailed training on resume writing during the Career Advisement Session.
Policy Regarding Placements

It is our policy that student teachers not be placed with former teachers or in schools where they worked/attended or where their children and relatives attend/work.

The students’ major professors recommend the student teaching placements for each student teacher. The Director of Field Experience will work with the arts education professors and the school district administrators to place student teachers with mentor teachers who are qualified and available.

NES Tests

NES Website: [http://www.aepa.nesinc.com/](http://www.aepa.nesinc.com/)

The NES test is your required teacher certification test. Only one test is required for teacher certification. The test costs $95, is 3 hours long, and is computer-administered at a testing center. There is an optional study guide available for purchase, if desired (~$30 per study guide and available from the site: [http://www.aepa.nesinc.com/](http://www.aepa.nesinc.com/)). It is highly recommended that the NES exam be taken and passed prior to student teaching. To register and find out more information, visit: [http://www.aepa.nesinc.com/](http://www.aepa.nesinc.com/).

You need to take and pass this exam: Assessment of Professional Knowledge: Secondary: which includes 100 multiple-choice questions, 1 case study written assignment, and 1 work product written assignment. This test must be passed with a score of 220 or more prior to obtaining teacher certification. There is additional information on the NES website regarding the test, preparation materials, scheduling, and the retake process should a student not pass.

If receiving financial aid, here is information about applying for a NES exam voucher:
Here is a link to the NES webpage where you can download the waiver form: [http://www.aepa.nesinc.com/TestView.aspx?f=NTCBT_PaymentInformation.html&t=NT504](http://www.aepa.nesinc.com/TestView.aspx?f=NTCBT_PaymentInformation.html&t=NT504)

- Fill out the form and take it to the Financial Aid office (no one in particular). It gets processed there but takes approximately one month. Then, pick it up at the Financial Aid office and mail it to the NES address listed on the waiver form.
- It takes 1-2 weeks for NES to process it. Then, if you are approved, they send an email with a "voucher code" that you input when you are checking out during the registration of the test which covers the entire cost of the test.
- You are only allowed one waiver per year.
Student Teaching Semester
Student Teaching Semester

Rules and Requirements

• Attend the Professional Development Conference, which is typically scheduled at the beginning of the student teaching semester. Your mentor teacher and university supervisor will also attend part of this conference.
• Student teachers are not allowed to substitute teach or attend college classes during their student teaching semester.
• Complete a portfolio following the guidelines presented in your student teaching seminars.
• Complete all required supervisor assignments.
• Meet requirements regarding attendance at supervisor seminars, field experience meetings, and at your school site.
• Read and become familiar with contents found within this “Student Teacher Guidebook”; edits periodically occur, and the most updated version can be found online at https://cfa.arizona.edu/?ddownload=1363.
• Provide up-to-date attendance and observation documentation on a timecard for the semester. Records include attendance, supervisor observations, attendance at the Professional Development Conferences and Career Advisement Session, Pass or Fail grade, completion of a portfolio, and other related activities. The mentor teacher is required to initial the timecard each week to verify the student teacher’s attendance, while the university supervisor should initial for each observation visit, and sign the time card at the final conference and return it to the Office of Field Experience.
• Meet the standards listed in the midterm and final evaluations and in the chapter from this Guidebook entitled, “Teacher Preparation Program Professional Standards.”

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. Information may be obtained in the University of Arizona Disabilities Resource Center at 520-621-3268.

Nondiscrimination and Anti-Harassment Policy

The College of Fine Arts 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.
**Start and End Dates**

Student teachers are required to report to their school when their mentor teacher reports to the school. REMEMBER: This date is usually earlier than the official first day of classes for the University of Arizona. School district calendars vary, and it is the student teacher’s responsibility to make sure they follow the district’s calendar where they will be student teaching.

The ending date of student teaching may vary according to school district policies. Although students are encouraged to complete the school district semester, the University school semester will usually end earlier, and some student teachers will end their student teaching on the official last day of University of Arizona classes. If a student teacher cannot remain throughout the school’s semester, it is strongly suggested that student teachers leave the classroom no earlier than 10 days prior to the end of the school’s semester. Student teachers should communicate with their mentor teachers at the beginning of the semester regarding the student teacher’s plan for an end date.

Student teachers assigned to schools on year-round or modified school calendars must develop an individual plan with their mentor teacher and university supervisor to ensure they will complete the required 75 days.

**Attendance Requirements**

As a general rule, if the mentor teacher is contracted or expected to attend something, you need to attend, as well. Excessive absenteeism is grounds for removal from student teaching.

Student teachers are required to teach for a minimum of 75 days and must have maximum responsibility for the classroom, planning, and instruction for a minimum of 20 school days. Student teachers in specific schools or content areas may be required to complete the school district semester. The first day for the district’s contracted teachers is the first of the student teacher’s required 75 days. Days before the official district start date do not count as part of the official 75 days but can be noted on the timecard under “Pre-Student Teaching Days” (e.g., meeting with your mentor teacher during summer break to set up the classroom or discuss lesson plans would not count as an official student teaching day).

Student teachers will follow the holidays and/or vacation time of the school district in which they are teaching, not the University of Arizona’s academic calendar.

**Required Daily Hours**

Student teachers are required to be at school the same hours required for their mentor teacher. Any adjustments to this must be approved by the university supervisor and mentor teacher. Any event that the mentor teacher performs outside of the normal school day as part of the job duties must be attended by the student teacher, as well (e.g., concerts, drama productions, marching band competitions, student art shows, etc.).

**Absences**

Student teachers should make every effort to be present each day of school. Exceptions include death in the family, religious holiday, and illness/medical emergency. In the event of an
absence or tardy, the student teacher needs to notify the mentor teacher, major professor, and university supervisor as early as possible before the absence or tardy. It is never acceptable to be absent or late without informing these three individuals prior to the start of the school day. Like all dedicated teachers, all efforts should be made to avoid scheduling vacations and appointments (e.g., doctor’s appointments) during student teaching time. Excessive absences and tardiness may be cause for removal of a student teacher from their student teaching assignment. University supervisors may ask for written medical verification and, in some circumstances, days may be added at the end of the year to account for missed days.

### What Counts as an “Official Day”?

<table>
<thead>
<tr>
<th>COUNTED AS STUDENT TEACHING DAYS</th>
<th>NOT COUNTED AS STUDENT TEACHING DAYS</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Teacher spend the whole day at school or workshop; weekdays only)</td>
<td>(Teacher may be doing teacher-related work, but these days are not counted)</td>
</tr>
<tr>
<td>Days students/teachers must attend school</td>
<td>Labor Day</td>
</tr>
<tr>
<td>In-service Days</td>
<td>Fall break for school district</td>
</tr>
<tr>
<td>Grading Days</td>
<td>Veteran’s Day</td>
</tr>
<tr>
<td>Parent/Teacher Conference Days</td>
<td>Thanksgiving Holiday/Break</td>
</tr>
<tr>
<td>Early Release Days (for students)</td>
<td>Martin Luther King/Civil Rights Day</td>
</tr>
<tr>
<td>Student Teacher Professional Development Conference (Student Teachers report to U of A Campus in the late afternoon, which may require them to leave before the end of the school day.)</td>
<td>Rodeo Days</td>
</tr>
<tr>
<td>Career Advisement Session (Student Teachers report to U of A Campus in the afternoon which may require them to leave early from their school site.)</td>
<td>School District’s Spring Break (you do not get to take a week off for UA’s spring break, but you do get the school district’s spring break as vacation time)</td>
</tr>
<tr>
<td>Weekday festivals, competitions, and field trips attended with students</td>
<td>Weekend activities (including conferences, festivals, parades, and competitions)</td>
</tr>
<tr>
<td>Professional Development days required by the district for the mentor teacher.</td>
<td>Professional development conferences which are not required by the district</td>
</tr>
</tbody>
</table>
Timecard

Each student teacher receives one timecard for the entire student teaching semester. This card documents your daily attendance and participation in seminars/conferences. The student teacher fills out the front side of the timecard and the university supervisor completes the back side of the card. The student teacher records daily attendance on the front side of the timecard. The university supervisor documents the student teacher’s observations, attendance at conferences and seminars, and final grade on the back side of the card. A sample Timecard can be found at the end of this Guidebook or our website: www.cfa.arizona.edu/students/office-of-field-experience.

Instructions for filling out the time card:
1) Use blue ink when filling out the timecard.
2) Write the date in the box for each day you are present (e.g., 8/16 or 8/16/2013). The first official day of your student teaching semester should be written in the Week 1 box. Any work done before the official first day to report for all teachers can be recorded in the “Pre-Student Teaching” area prior to the Week 1 boxes.
3) If absent, mark a large, blue “X” through the day you were absent. Do not write the date. Missing half of a workday constitutes an absence.
4) At the end of each work week, count the number of days present that week, and write the total in the box marked “Total Days Worked per Week.”
5) Have your mentor teacher initial at the end of each work week in the box labeled “Mentor Teacher’s Initials” as verification of days present/absent.

Please keep timecards safe and secure throughout the semester, as it is required documentation for teacher certification. At the end of the semester, the student teacher signs the back of the timecard, verifying its accuracy. The university supervisor submits the timecard to the Office of Field Experience for processing of grades and Institutional Recommendations for teacher certification.

Emergency Response Procedures

It is important in an emergency situation (e.g., hard lockdown, soft lockdown, fire drill, evacuation, etc.), the student teacher is informed and trained in the site’s emergency procedures. Prior to starting at their assigned site, student teachers must meet with the site principal to read a copy of the site/district’s emergency procedures, review those procedures, and know where the emergency procedures are kept. The student teacher and principal sign the “Cooperating Site Emergency Response Procedure” form and submit it to the Office of Field Experience prior to starting field experiences. Please note, if a family member, member of the press, or other concerned individual contacts the U of A for information regarding the emergency situation and/or status, they will be referred to the school site and district office for more information.

If assigned to multiple school sites, the emergency procedures for each school must be reviewed by the student teacher.
Policy for Student Teacher Reassignment/Dismissal

Every effort will be made to keep the student teacher in the current placement through mediation. The university supervisor, student teacher, mentor teacher, and Director of Field Experience will work together to try and resolve most issues. Communication from all parties involved needs to be open and immediate to ensure a quick resolution.

In certain difficult situations which a student teacher cannot overcome, such as extreme personality conflicts, excessive absences, inadequate performance, or insurmountable discipline issues, the university supervisor and/or mentor teacher may petition for the student teacher to be reassigned to a different location for a second semester of student teaching or removed from student teaching completely. The student teacher cannot petition for reassignment; only the university supervisor or mentor teacher may petition for a change. It is important for the student teacher, therefore, to openly communicate and collaborate with the university supervisor and mentor teacher to solve issues before they grow into damaging problems.

When a major issue arises that cannot be solved through simple communication with the university supervisor, major professors, and the mentor teacher, the following steps are to be taken in order:

I. The university supervisor, major professor, and mentor teacher meet to develop a plan for the student teacher’s improvement.

II. The university supervisor presents this improvement plan to the student teacher. This plan needs to be signed by the university supervisor, major professor, mentor teacher, and student teacher.

III. The student teacher implements the improvement plan, and if the improvement plan is not successful, the university supervisor, major professor, and/or mentor teacher may recommend removal from the placement by documenting the reasons for the removal and submitting the request to the Director of Field Experience.

IV. The university supervisor and major professor meet to review the documented reasons and to decide whether to withdraw the student teacher or reassign the student teacher to an alternate location for another semester of student teaching. The university supervisor and major professor then notify the Director of Field Experiences of their decision.

V. The university supervisor schedules a conference with the student teacher, major professor, and Director of Field Experiences to discuss the roles and responsibilities of the student teacher, to review the submitted documentation, and to inform the student teacher of the decision to reassign a second placement or withdraw the student teacher completely.

VI. If a second placement is an option, the major professor and university supervisor write a contract outlining university expectations for the student teacher’s future development, which may include a remediation plan. All second placements are contingent upon approval by the academic unit, major professor, and Coordinator of Field Experiences. If a second placement is approved, it is considered a FINAL placement; a third placement is not an option. The second placement will occur in a future semester, contingent on successful remediation and mentor teacher availability.
Due Process for Behavioral or Professional Issues

UA Arizona Teacher Preparation Programs Due Process Flow Chart

Orientation:
- Student given copy of UA TPP Professional Standards, with links to all applicable professional standards.
- Student signs UA TPP Professional Standards indicating understanding of the standards and the consequences for failing to meet them.
- These behavioral, Professional, and Academic Standards are revisited throughout the program, are included in major/education syllabi, and are available through the Field Experiences website.

Concern is Initiated:
- May be initiated by UA Faculty, UA Staff, University Supervisor, Mentor Teacher, Administrator
- Concern may be submitted to the Program Director via phone call or email but will subsequently be detailed via a Performance Concern Form.

Minor Performance Concerns:
- Program Director/Site Coordinator meets with student to discuss the alleged concern and proposed remediation
- A Response to Concern Form is prepared and shared with student and relevant personnel
- If the issue persists, student may be placed on a Professional Growth Plan

Major Performance or Repeat/Multiple Minor Performance Concerns:
- Program Director/Site Coordinator prepares a Professional Growth Plan (PGP) which outlines the alleged concerns, specifies the expectations which must be met and the support to be provided, as well as potential consequences for the student should it be deemed at a later date that the expectations have not been met
- Program Director convenes a Professional Growth Team to support the student
- Director and Team hold an initial meeting with student to discuss, sign, and initiate the PGP
- Director and Team hold a subsequent meeting to determine if expectations have been met
- If the student has not met the PGP expectations, the Program Director determines the appropriate consequence

Possible Consequences:
- Placed on extended PGP
- Withdraws from course. Allowed to re-take course in future
- Fails course (as determined by instructor). Placed on PGP. Allowed to re-take course in future
- Withdrawn from program. Must petition for readmission
- Dismissed from program

* All appeals follow the process outlined at: [https://catalog.arizona.edu/policy/grade-appeal](https://catalog.arizona.edu/policy/grade-appeal)

All forms may be found at the end of this guidebook or on our website for download.
Requirements for Passing the Student Teaching Semester

Student teachers receive either a “P” for Passing or an “F” for Failing at the completion of their student teaching semester. Neither a passing nor a failing grade is included in the computation of grade point averages. To receive a passing grade, the student teacher must successfully complete the following requirements:

- Daily Attendance: students need to complete a minimum of 75 full days of student teaching, with a minimum of 20 days in Phase III: Maximum Responsibility Teaching Load
- Participation at University Seminars and Office of Field Experience Professional Development Conferences
- Midterm Evaluation from Supervisor and Cooperating Teacher: occurs approximately eight weeks into the student teaching semester
- Final Evaluation from Supervisor and Cooperating Teacher: occurs near the end of the student teaching semester
- Portfolio: requirements are discussed in the student teacher’s seminars with their supervisors and professors throughout the student teaching semester.
- Follow district, University, and state standards of behavior and professionalism

Student teachers, who, in the judgment of the university supervisor and major professor—with feedback from the mentor teacher—have failed to progress sufficiently during the student teaching experience will receive a failing grade (“F”). If the student receives a failing grade for the student teaching semester, no second placement will be awarded and the student teacher will be referred to the academic advisor to discuss alternative degree options.
Phase-In Schedule
Phase-In Schedule

***Different modules of student teaching calendars may cause need to adjust and revise these suggestions.***

The Phase-In Schedule is a suggested sequence for the student teacher to assume responsibility. It is a norm from which the mentor teacher, student teacher, and university supervisor will work when structuring a specific student teacher’s semester involvement. In instances where the student teacher has had previous field experiences in the mentor teacher’s room, the schedule might be accelerated; in instances where a student teacher is progressing slowly, the schedule may need to be adjusted accordingly. **In all cases, it is essential the mentor teacher remains actively involved in the instructional program, monitoring the student teacher’s progress closely.** The university supervisor will work with the team to ensure the student teacher meets the minimum 20-day requirement of maximum teaching responsibility and completes the minimum 75 days of student teaching.

All student teachers are required to have a tentative plan of action relating to the four phases below. The Phase-In Schedule is filled out at the beginning of the student teaching semester and submitted to the university supervisor during the supervisor’s initial visit to the school. As the semester progresses, adjustments may be made as needed and resubmitted to the university supervisor.

The student teaching experience is divided into the following four phases, each of which will be explained in further detail below:

**Phase I – Orientation**

**Phase II - Assuming Partial Responsibility**

**Phase III - Maximum Responsibility**

**Phase IV - Transfer of Responsibility**
### Phase I – Orientation

**Length of Time** = 1 Week (Previous experience will determine the orientation period)

**Roles of Student Teacher:** Observer, Tutor

<table>
<thead>
<tr>
<th>Student Teacher</th>
<th>Mentor Teacher</th>
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</thead>
<tbody>
<tr>
<td>1. Becomes familiar with rules, regulations and procedures of classrooms; develop skill in communicating rules to pupils</td>
<td>1. Assumes responsibility for planning and conducting class but involves the student teacher in instructional planning and shares long range plans for the semester</td>
</tr>
<tr>
<td>2. Becomes familiar with physical features of buildings</td>
<td>2. Involves the student teacher in observations, routine, procedures, preparation of materials, and interaction with students</td>
</tr>
<tr>
<td>3. Becomes acquainted with and learns names of pupils; becomes aware of friendships and sub-groups; becomes acquainted with unique needs of individuals</td>
<td>3. Sets aside special time to discuss the rationale of what the student teacher is experiencing</td>
</tr>
<tr>
<td>4. Observes instruction, following a lesson plan prepared by the teacher, if possible</td>
<td>4. Sets standards for initial lesson planning format</td>
</tr>
<tr>
<td>5. Participates in classroom routine (taking attendance, recording grades, handing out/collecting material, supervision outside classroom) and learns daily schedule</td>
<td></td>
</tr>
<tr>
<td>6. Instructs in a limited sense, administers tests, tutors, and conducts short, informal segments of the lesson working in small groups</td>
<td></td>
</tr>
<tr>
<td>7. Participates to some extent in related activities (e.g., faculty meetings, athletic contexts, student clubs)</td>
<td></td>
</tr>
<tr>
<td>8. Tutors individual students as assigned by mentor teacher</td>
<td></td>
</tr>
<tr>
<td>9. Constructs teaching aids and contributes materials to a motivating, attractive learning environment</td>
<td></td>
</tr>
<tr>
<td>10. Begins research on future topics to teach</td>
<td></td>
</tr>
</tbody>
</table>
## Phase II – Assuming Partial Responsibility

**Length of Time** = 2 - 6 Weeks  
**Roles of Student Teacher:** Intern, Teaching Assistant, Materials development, Instructor, Small group instruction, Audio/visual aids, Team Teaching, Limited large-group instruction

<table>
<thead>
<tr>
<th>Student Teacher</th>
<th>Mentor Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Increases efforts to identify special class characteristics and to relay instruction to individual students (meets with individual students having problems, develops remedial material, determines utilization of special student talents)</td>
<td>1. Plans cooperatively with the student teacher to execute instruction, starting with small tasks, such as doing a portion of a presentation, directing cooperative learning groups, jointly developing evaluation instrument, re-teaching concepts to small groups, providing enrichment activities</td>
</tr>
<tr>
<td>2. Works with whole groups and small groups</td>
<td>2. Continuously assesses the student teacher’s level of competence in instruction and classroom management, so the student teacher can gain confidence before assuming additional responsibilities</td>
</tr>
<tr>
<td>3. Teaches as specified by the mentor/mentor teacher, following school policies regarding lesson plans</td>
<td>3. Models a variety of instructional techniques so the student teacher develops a comfort level for a broad spectrum of teaching activities</td>
</tr>
<tr>
<td>4. Assumes a gradually larger responsibility for instruction by accumulating teaching responsibilities, adding one subject, specific time period or preparation every one to two (1-2) weeks as teaching proficiency increases</td>
<td></td>
</tr>
</tbody>
</table>
**Phase III – Maximum Responsibility**

**Length of Time** = Minimum of 20 days  
**Roles of Student Teacher:** Teacher, Responsible for lesson planning and instruction

<table>
<thead>
<tr>
<th>Student Teacher</th>
<th>Mentor Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assumes primary responsibility for planning, preparing materials and instructing assigned classes*</td>
<td>With the student teacher assuming primary responsibility for planning and instruction, the mentor teacher:</td>
</tr>
<tr>
<td>1. Implements classroom management</td>
<td>1. Examines, critiques, and provides necessary approval of student teacher’s lesson plans and instruction evaluation</td>
</tr>
<tr>
<td>2. Assumes primary responsibility for developing the instruments of evaluation</td>
<td>2. Assumes primary responsibility for the assignment of any final grade</td>
</tr>
<tr>
<td>3. Recommends student grades to mentor teacher</td>
<td>3. Observes and assesses student teacher’s lessons and provides appropriate oral and written evaluation</td>
</tr>
<tr>
<td>4. Works on refinement of specific instructional techniques</td>
<td>4. Contributes to the class instruction in ways that are complementary to the general class presentation under the direction of the student teacher</td>
</tr>
<tr>
<td>5. Demonstrates the ability to provide instruction, which recognizes and provides for the ability and interest of individual students</td>
<td></td>
</tr>
</tbody>
</table>

*A secondary student teacher will assume full responsibility for at least four (4) classes. An elementary student teacher will take full teaching responsibilities from the mentor teacher*
## Phase IV – Transfer of Responsibility

**Length of Time** = 1 - 2 Weeks  
**Roles of Student Teacher:** Teaching Assistant, Observer

<table>
<thead>
<tr>
<th>Student Teacher</th>
<th>Mentor Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Phases out of total responsibility by</td>
<td>1. Assumes major instructional function before the end of the student teaching</td>
</tr>
<tr>
<td>gradually turning portions of the instruction back to</td>
<td>requirement</td>
</tr>
<tr>
<td>the mentor teacher</td>
<td>2. Models teaching strategies the student teacher has not previously seen or</td>
</tr>
<tr>
<td>2. Continues to teach, but does not have</td>
<td>attempted</td>
</tr>
<tr>
<td>maximum responsibility</td>
<td>3. Shares files and teaching ideas for curriculum not taught during the</td>
</tr>
<tr>
<td>3. Completes record keeping evaluation for</td>
<td>semester</td>
</tr>
<tr>
<td>portion of curriculum taught previously</td>
<td>4. Discusses with the student teacher the transition from student teaching to</td>
</tr>
<tr>
<td>4. In some instances, supervisor will arrange a visit</td>
<td>full time membership in the teaching profession</td>
</tr>
<tr>
<td>to other classrooms and grade levels to observe</td>
<td></td>
</tr>
<tr>
<td>teaching styles, classroom management strategies,</td>
<td></td>
</tr>
<tr>
<td>and students. These classrooms may be in or</td>
<td></td>
</tr>
<tr>
<td>out of the same content area or grade level</td>
<td></td>
</tr>
<tr>
<td>5. Collects ideas for future use</td>
<td></td>
</tr>
</tbody>
</table>

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Phase-In Schedule Form

THE UNIVERSITY OF ARIZONA
COLLEGE OF FINE ARTS
Office of Field Experiences

PHASE-IN SCHEDULE FOR STUDENT TEACHERS

- This form must be completed by the cooperating teacher and student teacher
- Dates and workload may change during the semester
- Schedule must be approved by University Supervisor

Student Teacher: ___________________________ Semester: ______ Year: ______
Cooperating Teacher: ___________________________ School: ______

Please fill out a tentative schedule after reading the “Student Teacher Phase-In” section in your Student Teacher Guidebook.

PHASE I - Orientation

Beginning Date: ___________________________ Ending Date: ___________________________

During this period, you are becoming familiar with all aspects of the classroom and school environment. You will observe but be actively involved as much as possible.

PHASE II – Assuming Partial Responsibility

Beginning Date: ___________________________ Ending Date: ___________________________

List the dates of the weeks and the associated responsibilities that you will assume for each week. It is recommended that the workload be cumulative, leading to the gradual increase of the future day’s responsibilities.

Date: ___________________________ Workload: ___________________________
Date: ___________________________ Workload: ___________________________
Date: ___________________________ Workload: ___________________________

PHASE III – Maximum responsibility determined by Supervisor and approved by Coordinator of Field Experiences – REQUIRED: minimum of 20 School Days

Beginning Date: ___________________________ Approx., Ending Date: ___________________________

You have your maximum responsibility for planning, classroom management, and instruction.

PHASE IV – Transfer of Responsibility

Beginning Date: ___________________________ Ending Date: ___________________________

Students are not finished student teaching until the end of a 75-day period (state-required minimum).

Date: ___________________________ Workload: ___________________________
Date: ___________________________ Workload: ___________________________
Date: ___________________________ Workload: ___________________________

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

Supervisors must submit a copy to the College of Fine Arts Office of Field Experiences.
Teacher Preparation Program Professional Standards
U of A Teacher Preparation Program 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 Expectations include additional requirements and standards specific to our programs.

Upon admission to a Teacher Preparation Program (TPP), students receive access to all standards and the related referral forms. These 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.

As needed or required by each TPP, both UA and field-based professional educators may initiate the Performance Concern Form. This referral form allows the program to document student teachers’ minor issues that might raise concerns regarding their abilities to successfully complete the program. Student teachers with major concerns or repeat minor performance concerns may be placed on a Professional Growth Plan with completion of the program dependent on successful adherence to the plan. In severe cases, the program director or principal may remove a student teacher immediately from placement prior to initiation of a Professional Growth Plan, and a review of the case will occur immediately by the program director.
Midterm and Final Assessment Indicators

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

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

**Instruction and Assessment**
- Communicates expectations for learning at the beginning of the lesson and throughout
- Provides clarity and accuracy of content which includes essential information
- Uses academic language of the discipline accurately and creates opportunities for students to use the academic language
- Provides clear instructions verbally, in writing, and through modeling
• Demonstrates flexibility and sufficient content knowledge to allow for exploration of learner curiosities
• Uses varied materials, aids, models, and representations (including technology), as appropriate
• Varies instructional strategy and teacher role to address students’ diverse learning styles and needs (e.g., sheltered English instructional strategies, small groups, individual work, student-led learning, cooperative learning, direct instruction, investigation, facilitator, guide on the side, etc.)
• Provides methods, activities, and choices for learners to demonstrate their knowledge, including creative/original ways and authentic applications
• Maximizes active participation and paces the lesson to optimize instructional time
• Effectively asks questions to serve different purposes (e.g., probing for learner understanding, promoting student discourse, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question)
• Checks for understanding throughout lesson to monitor student learning
• Adjusts lesson or content delivery based on student needs
• Designs summative assessments that match instruction in content, rigor, and format
• Effectively implements methods for student self-assessment and self-improvement
• Provides timely, useful, specific, and respectful responses to learners while instructing and assessing

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

Midterms and final assessment indicators were partially adopted from the InTASC Standards (Version: April 2011), the National Education Technology Standards, and additional professional expectations required by the University of Arizona Teacher Preparation Programs. Every effort should be made to familiarize themselves with these standards and use them as goals while teaching.

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.

PERFORMANCES
1(a) The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners’ needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.
1(b) The teacher creates developmentally appropriate instruction that takes into account individual learners’ strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.
1(c) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

ESSENTIAL KNOWLEDGE
1(d) The teacher understands how learning occurs--how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning.
1(e) The teacher understands that each learner’s cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners’ strengths and needs.
1(f) The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others.
1(g) The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

CRITICAL DISPOSITIONS
1(h) The teacher respects learners’ differing strengths and needs and is committed to using this information to further each learner’s development.
1(i) The teacher is committed to using learners’ strengths as a basis for growth, and their misconceptions as opportunities for learning.
1(j) The teacher takes responsibility for promoting learners’ growth and development.
1(k) The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner’s development.
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.

PERFORMANCES
2(a) The teacher designs, adapts, and delivers instruction to address each student’s diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.

2(b) The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.

2(c) The teacher designs instruction to build on learners’ prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.

2(d) The teacher brings multiple perspectives to the discussion of content, including attention to learners’ personal, family, and community experiences and cultural norms.

2(e) The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.

2(f) The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.

ESSENTIAL KNOWLEDGE
2(g) The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner’s strengths to promote growth.

2(h) The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.

2(i) The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.

2(j) The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.

2(k) The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners’ experiences, cultures, and community resources into instruction.

CRITICAL DISPOSITIONS
2(l) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.

2(m) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.

2(n) The teacher makes learners feel valued and helps them learn to value each other.

2(o) The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.
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.

PERFORMANCES
3(a) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.
3(b) The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.
3(c) The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.
3(d) The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners’ attention.
3(e) The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.
3(f) The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.
3(g) The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.
3(h) The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.

ESSENTIAL KNOWLEDGE
3(i) The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.
3(j) The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.
3(k) The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.
3(l) The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.
3(m) The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.

CRITICAL DISPOSITIONS
3(n) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.
3(o) The teacher values the role of learners in promoting each other’s learning and recognizes the importance of peer relationships in establishing a climate of learning.
3(p) The teacher is committed to supporting learners as they participate in decision-making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.

3(q) The teacher seeks to foster respectful communication among all members of the learning community.

3(r) The teacher is a thoughtful and responsive listener and observer.

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

**PERFORMANCES**

4(a) The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner’s achievement of content standards.

4(b) The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.

4(c) The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.

4(d) The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners’ experiences.

4(e) The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.

4(f) The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners.

4(g) The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.

4(h) The teacher creates opportunities for students to learn, practice, and master academic language in their content.

4(i) The teacher accesses school and/or district-based resources to evaluate the learner’s content knowledge in their primary language.

**ESSENTIAL KNOWLEDGE**

4(j) The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.

4(k) The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.

4(l) The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.

4(m) The teacher knows how to integrate culturally relevant content to build on learners’ background knowledge.

4(n) The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.
CRITICAL DISPOSITIONS
4(o) The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field.
4(p) The teacher appreciates multiple perspectives within the discipline and facilitates learners’ critical analysis of these perspectives.
4(q) The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.
4 (r) The teacher is committed to work toward each learner’s mastery of disciplinary content and skills.

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.

PERFORMANCES
5(a) The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).
5(b) The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).
5(c) The teacher facilitates learners’ use of current tools and resources to maximize content learning in varied contexts.
5(d) The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.
5(e) The teacher develops learners’ communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.
5(f) The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.
5(g) The teacher facilitates learners’ ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.
5(h) The teacher develops and implements supports for learner literacy development across content areas.

ESSENTIAL KNOWLEDGE
5(i) The teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.
5(j) The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.

5(k) The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.

5(l) The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.

5(m) The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.

5(n) The teacher understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.

5(o) The teacher understands creative thinking processes and how to engage learners in producing original work.

5(p) The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.

CRITICAL DISPOSITIONS

5(q) The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.

5(r) The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning.

5(s) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

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.

PERFORMANCES

6(a) The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.

6(b) The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.

6(c) The teacher works independently and collaboratively to examine test and other performance data to understand each learner’s progress and to guide planning.

6(d) The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.

6(e) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.

6(f) The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.

6(g) The teacher effectively uses multiple and appropriate types of assessment data to identify each student’s learning needs and to develop differentiated learning experiences.
6(h) The teacher prepares all learners for the demands of particular assessment formats and makes appropriate modifications in assessments or testing conditions especially for learners with disabilities and language learning needs.

6(i) The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.

**ESSENTIAL KNOWLEDGE**

6(j) The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.

6(k) The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.

6(l) The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.

6(m) The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.

6(n) The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.

6(o) The teacher knows when and how to evaluate and report learner progress against standards.

6(p) The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

**CRITICAL DISPOSITIONS**

6(q) The teacher is committed to engaging learners actively in assessment processes and to developing each learner’s capacity to review and communicate about their own progress and learning.

6(r) The teacher takes responsibility for aligning instruction and assessment with learning goals.

6(s) The teacher is committed to providing timely and effective descriptive feedback to learners on their progress.

6(t) The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.

6(u) The teacher is committed to making accommodations in assessments and testing conditions especially for learners with disabilities and language learning needs.

6(v) The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.

**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.
PERFORMANCES
7(a) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.
7(b) The teacher plans how to achieve each student’s learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.
7(c) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.
7(d) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.
7(e) The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate effective learning experiences to meet unique learning needs.
7(f) The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student’s learning needs and enhance learning.

ESSENTIAL KNOWLEDGE
7(g) The teacher understands content and content standards and how these are organized in the curriculum.
7(h) The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.
7(i) The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.
7(j) The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.
7(k) The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.
7(l) The teacher knows when and how to adjust plans based on assessment information and learner responses.
7(m) The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).

CRITICAL DISPOSITIONS
7(n) The teacher respects learners’ diverse strengths and needs and is committed to using this information to plan effective instruction.
7(o) The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.
7(p) The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning.
7(q) The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.
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.

PERFORMANCES
8(a) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.
8(b) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.
8(c) The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.
8(d) The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.
8(e) The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.
8(f) The teacher engages all learners in developing higher order questioning skills and metacognitive processes.
8(g) The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.
8(h) The teacher uses a variety of instructional strategies to support and expand learners’ communication through speaking, listening, reading, writing, and other modes.
8(i) The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).

ESSENTIAL KNOWLEDGE
8(j) The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.
8(k) The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.
8(l) The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.
8(m) The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self-expression, and build relationships.
8(n) The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.
8(o) The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.
CRITICAL DISPOSITIONS
8(p) The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.
8(q) The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.
8(r) The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.
8(s) The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

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.

PERFORMANCES
9(a) The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.
9(b) The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.
9(c) Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.
9(d) The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.
9(e) The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.
9(f) The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.

ESSENTIAL KNOWLEDGE
9(g) The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.
9(h) The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.
9(i) The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.
9(j) The teacher understands laws related to learners’ rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).
9(k) The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities.

**CRITICAL DISPOSITIONS**

9(l) The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.

9(m) The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.

9(n) The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.

9(o) The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

**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.

**PERFORMANCES**

10(a) The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student’s learning.

10(b) The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.

10(c) The teacher engages collaboratively in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.

10(d) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.

10(e) Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and well-being.

10(f) The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.

10(g) The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.

10(h) The teacher uses and generates meaningful research on education issues and policies.

10(i) The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.

10(j) The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.
10(k) The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.

**ESSENTIAL KNOWLEDGE**

10(l) The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.

10(m) The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.

10(n) The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.

10(o) The teacher knows how to contribute to a common culture that supports high expectations for student learning.

**CRITICAL DISPOSITIONS**

10(p) The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.

10(q) The teacher respects families’ beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.

10(r) The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.

10(s) The teacher takes responsibility for contributing to and advancing the profession.

10(t) The teacher embraces the challenge of continuous improvement and change.

**National Educational Technology Standards (NETS)**

- **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.
University of Arizona Professional Expectations for Teacher Candidates

• abide by state, university, and school district professional, behavioral, and academic standards
• abide by FERPA requirements regarding student data and privacy
• abide by Arizona statutes regarding Mandatory Reporting
• communicate professionally and respectfully, orally and in writing (including all forms of social media), with and about peers, colleagues, instructors, K-12 students, teachers, administrators, families, and community members
• refrain from posting or sharing any minor’s images, videos, identifying information, or student work on social media without the written permission of the parent/guardian
• have a professional appearance when on a school campus or at school-related events
• attend all required course and field-related events
• in case of emergency or absence, provide timely notification to appropriate personnel
• arrive on time and remain for the duration of scheduled classes and field experiences
• be fully prepared for scheduled classes and field experiences
• look beyond self and respect differences of race, ethnicity, language, social class, national allegiance, cultural heritage, disability or perceived disability, gender, and sexual orientation
• acknowledge and respond (if appropriate) to others’ differing perspectives in a professional and respectful manner
• accept and act upon reasonable criticism and feedback
• question and test their assumptions about teaching and learning
• separate personal and professional issues
• exhibit knowledge through inquiry, critical analysis, and synthesis of the subject
• maintain or exceed the minimum grade point average in their respective programs
• inform appropriate University and school personnel in a timely manner regarding the existence of professional or personal issues which may impact the ability to continue or be successful in the program and/or field experiences
• be proactive in solving issues early through open communication with pertinent personnel
• review and utilize relevant materials and resources provided, including those available via our website and handbook
• never invite or meet with a student outside of school events
• do not text, message, email, call, or use social media with students about any topic that is not directly school-related
• check UA email and phone messages daily, and respond appropriately within one business day to messages regarding program or field experience
• maintain organized and up-to-date records of field experience, which may include time card, lesson plans, phase-in schedule, observation notes, reflections, etc.
Professional Standards Student Contract

The University of Arizona
Teacher Preparation Program Professional Standards

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

Academic Standards:
The Arizona State Board of Education has adopted the InTASC and ISTE NETS-T standards for teachers. You are required to review these standards:
- InTASC Standards (https://cfa.arizona.edu/?ddownload=3398)
- ISTE NETS-T Standards (https://id.iste.org/docs/pdfs/20-14_ISTE_Standards-T_PDF.pdf)

All University of Arizona certification programs have aligned their curricula and assessments to these standards. Throughout your teacher preparation program, there will be a series of benchmark assignments, including the capstone experience of student teaching, to assess your progress in meeting them.

Behavior Standards:
You are expected to behave professionally during the program, both as a student and a teacher, while on the UA campus, school district campuses, and related field experience events. There are three categories of behavior standards to which you must adhere:
- State of Arizona Standards:
  - Arizona State Board of Education Professional Practitioner for Certificate Holders (page 4 of https://cms.arizona.edu/home/GetDocumentFile?id=51a4d9d0c8aa89e351575)
- University of Arizona Standards:
  - Student Code of Conduct (https://public.agents.edu/Policy%20Manual/5-308-Student%20Code%20of%20Conduct.pdf)
  - Threatening Behavior Policy (http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students)
  - Non-Discrimination and Anti-Harassment Policy (http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy)
  - Academic Integrity Policy (http://deanofstudents.arizona.edu/policies-and-codes/code-academic-integrity)
  - Professional Expectations for UA Teacher Candidates (page 41 of https://cfa.arizona.edu/?ddownload=1363)
- School District Standards:
  - District codes of conduct for faculty and staff. (Faculty codes of conduct can be found in the faculty handbook at your assigned school(s). It is your responsibility to obtain these from your site.)

Adherence to Standards:
Successful completion of the teacher preparation program is dependent upon a student’s ability to meet the academic and behavior standards. If a student’s performance raises concerns about their ability to successfully complete the program, University, or field-based professional educators in the program may initiate a Performance Concern Form. Depending on the severity of the issue, the student may be placed on a Professional Growth Plan, which identifies steps for remediation, provides support, and establishes expectations that must be met within a given timeline. Possible consequences for not meeting the expectations in the Professional Growth Plan include removal from a course or clinical placement, failing grade in a course, withdrawal from the program with the right to petition for re-admission, or dismissal from the teacher preparation program. It is important to note that severe violations of the standards may lead directly to consequences listed above in lieu of a Professional Growth Plan.

Student Teacher Agreement

- I have read the state and university standards distributed to me in this document and via the online links provided.
- I will read the school district standards before I begin my clinical placement(s).
- I agree to abide by these academic and behavior standards. I understand these criteria will be used to evaluate my progress throughout the program, and that failure to successfully meet the criteria could result in removal from a course or clinical placement, failing grade in a course, withdrawal from the teacher preparation program, or the right to petition for re-admission, or dismissal from the teacher preparation program.

Printed Student Name: ____________________________ Date: ____________

Student Teacher Signature: ____________________________

The University of Arizona,
Mentor Teacher Information

THE UNIVERSITY OF ARIZONA
COLLEGE OF FINE ARTS

Office of Field Experience
Mentor Teacher Information

Selection Process

The selection process for mentor teachers (also referred to as “cooperating teachers” or “supervising practitioners”) is an outstanding collaboration between the Office of Field Experience, teachers, principals, students, families, and school district administrators. Lists of approved, qualified, and available mentor teachers are received by the Office of Field Experience from the many school districts and are updated throughout the school term to ensure the grade level, content, and availability of the mentor teachers have not changed. Certain school districts or schools have specific procedures in place with regard to hosting a student teacher. While the list of available mentor teachers is vast, the actual number of student teachers each term determines how many mentor teachers are assigned a student teacher and not all teachers will have a student teacher. University faculty members work with each student teacher and recommend a mentor teacher who they feel would work well with the specific strengths and needs of the student teacher.

Qualifications to Be a Mentor Teacher

- Employed as an Arizona-certified teacher in your content area (music or art)
- Taught a minimum of three full-time years in the designated content area
- Interested in mentoring student teachers as part of their responsibility to the profession
- Approved to be a mentor teacher by the school district and principal
- Completed any necessary requirements through their district in order to qualify (some districts require extra classes/professional development prior to approving teachers to be mentors)
- Established a relationship with the music or art education professors at The University of Arizona, so they can come out and observe their program and perhaps start to send students to observe and earn practicum experience
- Capable of working as effective team members with the school administration, university supervisors, and the College of Fine Arts for the benefit of student teachers
- Committed to spending time with student teachers in planning and evaluation
- Continuously evaluate personal effectiveness as a teacher and strives for self-improvement
- Able to communicate their knowledge of teaching and learning to others
- Demonstrate a positive and enthusiastic attitude toward teaching and working with student teachers
Roles and Responsibilities

- Attend the Student Teacher Professional Development Conference during the semester with your student teacher. (This is typically a one-hour commitment, scheduled in the late afternoon in the beginning of the student teaching semester.)
- Review the “Student Teacher Guidebook”
- Acquaint the student teacher with the school, staff, students, teachers, and community
- Create an atmosphere of acceptance of the student teacher on the part of the students, parents, faculty, and school community
- Orient the student teacher to the school policies, regulations and practices, and classroom rules, organization and management
- Review School Faculty Handbook and School Student Handbook with the student teacher
- Provide a desk or work place, necessary instructional materials, resources, supplies, and equipment, as appropriate
- Initial the student teacher’s time card at the end of each week to verify days present/absent.
- Guide lesson planning and material development
- Explain goals and objectives in relation to curriculum scope and sequence
- Provide for positive learning experiences
- Model assessment of student performance through appropriate diagnostic testing, record keeping, and grading
- Acquaint the student teacher with routine tasks and activities
- Provide continuous support, conferences, and feedback opportunities
- Arrange a common time for the student teacher, the Mentor teacher, and the university supervisor for a midterm and final evaluation sit-down conference.
- Provide access to IEPs to student teachers per the agreement with the district (see “Field Placement Agreement” found later in this section)
- Afford opportunities for observation and participation in experiences beyond the immediate classroom
- Promote student teacher’s personal and professional growth
- Allow for opportunities for communication between the student teacher and parents/families
- Provide opportunities for student teacher to work with English Language Learners
- Read and carefully plan the student teacher’s “Phase-In Schedule.” Plan in advance what the student teacher’s “Maximum Responsibility” will be. Notice that in Phase IV, the teaching duties are slowly transferred back to the mentor teacher. For more information regarding the Phase-In Schedule, please refer to the section in the previous chapter of this guidebook entitled, “Phase-In Schedule.”

Mentor Teacher Feedback

Feedback and support from the university supervisor and mentor teacher are essential for the student teacher’s growth as an educator. Please provide suggestions, praise, ideas, and strategies to assist the student teacher throughout their experience.
• The time and location of conferences should be planned in advance, if possible. The setting should be informal and in a location where few interruptions are likely to occur.
• Conferences should be characterized by a free exchange of ideas. Discuss appropriate solutions to methodological or curriculum problems, allowing both the student teacher and mentor teacher offering ideas.
• The use of video or audio taping can provide data for conferences.
• Conferences should contribute to the student teacher becoming increasingly self-directive and self-evaluative, so ask open-ended questions and allow for the student teacher to “talk through” issues, concerns, ideas, and solutions.
• When analyzing the student teacher’s performance or personal qualities, achieve an appropriate balance between strengths and areas for improvement.
• Mentor teachers should offer suggestions and teaching ideas. Student teachers appreciate the time the mentor teacher dedicate to show them instructional materials, bulletin board ideas, curriculum guides, diagnostic and assessment instruments, and the modeling of effective instructional strategies.

Daily Conferences
Please make an effort each day to briefly meet with the student teacher regarding their teaching experiences that day. Daily conferences of comparatively short duration will give attention to matters of immediate concern, such as adjustment of plans, coordinating work schedules, and identifying and solving daily problems. The timing of such conferences may vary from day to day.

Weekly Conferences
These conferences may be used for long-term planning, cooperative evaluation of the student teacher’s competence and growth, analysis of the classroom teacher’s instructional and classroom management procedures, and development of in-depth understanding of pupil behavior and community relations.

Videotaping
Videotaping may be used to evaluate strengths and to point out opportunities for improvement. This is at times the most powerful piece evidence when evaluating teaching effectiveness. The videotape is objective and catches elements the student teacher may have overlooked while teaching. It is recommended that the mentor teacher and student teacher use the videos to evaluate not only the student teacher (teaching style, mannerisms, movement around the classroom, clarity when speaking, etc.) but also the students (classroom management effectiveness, students on task, reactions to activities, etc.). Always observe safety concerning students’ images and identities.

E-Mail
Many mentor teachers and student teachers use e-mail for some communications. Please ensure that face-to-face conferences are also a component of the feedback process.

Written Comments/Formal Evaluations
For the midterm and final evaluations, the mentor teacher will take notes and write comments based on the student teacher’s performance and progress. These comments will then be shared and discussed with the university supervisor, as he or she completes the evaluation form. During the midterm and final conferences, the university supervisor may decide to provide the student
teacher with a copy of some or all of the mentor teachers’ comments. The mentor teacher’s feedback and comments are an important element of the evaluation process because the mentor teacher witnesses the student teacher’s performance and progress each day.

Conferences with the University Supervisor

Throughout the semester, the university supervisor visits the classroom to observe the student teacher. The university supervisor will typically observe the student teacher at least 4-6 times throughout the semester. There is a minimum of three times throughout the semester when the university supervisor will need to meet with the mentor teacher after an observation: the initial on-site visit (during Phase I), the midterm conference (Phase III), and the final conference (Phase IV). The university supervisor will also seek your feedback when evaluating the student teacher for the midterm and final evaluations.

Please be open and communicative with the university supervisor. If issues or concerns arise, the quicker the university supervisor is informed, the quicker resolutions will occur. The university supervisor wishes to ensure a successful student teaching experience for the student teacher and a successful collaboration with the mentor teacher and school. Frequent and open two-way communication is imperative to a successful learning experience for the student teacher.

Compensation for Mentor Teachers

The Arizona Board of Regents and The University of Arizona Provost have ruled that a mentor teacher be compensated with a cash stipend in the amount of $500.00 for mentoring a student teacher full-time for one academic semester. Mentor teachers are required to fill out a compensation card at the beginning of the semester and return this card to the university supervisor or to the College of Fine Arts Office of Field Experiences. Cards with incomplete or incorrect information will delay the compensation process. It is the responsibility of the mentor teacher to ensure completion and accuracy of the information on the card and to return it to the university supervisor or directly to the College of Fine Arts Office of Field Experiences.

Important information regarding compensation:
- Stipends are processed through the College of Fine Arts business office, sent to the Financial Services Office, and checks are then issued during the student teaching semester.
- If a student teacher has more than one mentor teacher, each teacher receives a portion of the cash stipend divided proportionally to the amount of time each works with the student teacher. For example, if a student teacher is split evenly between two mentor teachers, the compensation would be divided equally among the two teachers.
- 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 will receive a payroll check. Indication of the university department is required on the compensation card.
- 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
• Non-US citizens must present original, valid employment documentation to the Office of Field Experiences. No faxed or scanned copies are allowed. Cash stipends are reported as taxable income to the IRS.

UA’s Field Placement Agreement with Each School District

Below is the template used for the University of Arizona’s agreement with each charter school and district for field experience placements. These agreements are in place for five years upon signing and must be in place prior to students starting field placements within the district or charter school. Mentor teachers should familiarize themselves with the terms of agreement. Please note, this template is used as a starting point for agreements with all school districts and charter schools, so it is for reference only. All amended and signed Agreements are held at The University of Arizona.

FIELD PLACEMENT AGREEMENT
BETWEEN THE ARIZONA BOARD OF REGENTS, THE UNIVERSITY OF ARIZONA AND
_________________________
[AGENCY NAME]

This Agreement entered into this ___ day of _______________, 20___, by and between the Arizona Board of Regents, for and on behalf of The University of Arizona (hereinafter referred to as the “University”) and ________________ (hereinafter referred to as the “AGENCY”), and herein referred to as “Party” or “Parties.”

Purpose

The purpose of this Agreement is to establish a relationship between the AGENCY and University to enable an educational experience for the University’s students at AGENCY sites, which may qualify the students for University academic credit as determined by the University.

Now, therefore, it is mutually agreed between the Parties hereto as follows:

Term

The initial term of this Agreement shall be for five years, from July 1, 20___ to June 30, 20___ with the option to renew for up to an additional five years, except that either Party may, at any time, with or without cause, terminate this Agreement by providing the other Party with ninety (90) days advance written notice.

Definitions
1. “Student Practitioner” as used herein means the University student active in participation in the duties and functions of professional practice under the direct supervision and instruction of employees of AGENCY (“Supervising Practitioners”).

2. “Session of student practice” as used herein is considered to be all or part of the following:

   a. Observations in classrooms and field practice settings ranging from several hours to several weeks within a given semester;
   b. Assisting an experienced practitioner with routine classroom or field work, or other work that is routine professional practice;
   c. Instructing one or more students or interacting with one or more clients in the field setting;
   d. Assuming responsibility for planning and implementing instruction for a large group (including an entire classroom) of students;
   e. Assuming responsibility for counseling clients;
   f. Conducting client assessments and developing appropriate intervention strategies;
   g. Assisting with enrichment activities including, but not limited to, community engagements, field trips, exhibits, and fairs;

   The nature and length of student practice activities will be determined by the University program. University program staff will provide a description of program and programmatic expectations to all Supervising Practitioners.

3. “Supervising Practitioner” as used herein means employees of AGENCY who hold valid credentials issued by the State of _______ authorizing them to serve in the schools in which the Student Practitioner is placed. Supervising Practitioners shall have completed a minimum of three (3) years satisfactory or effective work experience in the field in which they are supervising.

Program Terms

1. University and AGENCY will agree on schedules for Student Practitioners performing services with AGENCY.

2. Neither University nor AGENCY is obligated to provide transportation to any Student Practitioner to or from AGENCY.

3. Representatives of University and AGENCY will participate in a meeting or telephone conference at least one time each semester to evaluate, among other things, program objectives, changes or enhancements thereto, and the performance of Student Practitioners.

4. AGENCY will not impair its existing contracts for service with any work performed by Student Practitioners.

University Obligations
1. The University will be responsible for developing and carrying out procedures for Student Practitioner selection and admission to University programs.

2. The University will provide to Agency, supervising practitioner, or building administrator a handbook or other documentation of program requirements and expectations.

3. The University will be responsible for verifying that each Student Practitioner has current, valid, IVP Arizona State level one fingerprint clearance and that such record is kept on file.

4. The University will designate an individual to serve as the primary liaison to AGENCY for purposes of this Agreement.

Agency Obligations

1. AGENCY shall retain ultimate control and authority over all on-site aspects of educational services relating to its students, including training of Student Practitioners. AGENCY will provide orientation to Student Practitioners with regard to hours of participation, place of duties, conditions of its premises, standards of conduct, confidentiality, and facility safety procedures and operations. AGENCY will provide Student Practitioners with at least the same safety instruction it provides to its regular employees working under similar conditions. AGENCY will alert each Student Practitioner and the University of any non-obvious dangers associated with facilities, activities and the surrounding locales of which it is aware and as to which Student Practitioners may be assigned.

2. AGENCY shall provide an appropriate student practice experience by assigning a qualified supervising practitioner who is appropriately certified in the field of practice and who will provide opportunities for Student Practitioners to satisfy program requirements.

3. AGENCY shall grant Student Practitioners access to AGENCY student records, under the supervision of AGENCY Supervising Practitioner, for the sole purpose of Student Practitioners’ education and training, in accordance with the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. §1232g; 34 CFR Part 99. This includes student Individual Educational Plans (IEPs).

4. AGENCY shall provide adequate supervision and shall hire a certified/qualified substitute supervisor teacher in the event that the employee serving as the Supervising Practitioner is absent during a session of student practice, for Student Practitioners who do not hold a substitute certificate, unless there are extenuating circumstances.

5. AGENCY may hire Student Practitioner as a substitute teacher for AGENCY Supervising Practitioner during a session of student practice only if the Student Practitioner holds a valid Arizona Substitute K-12 Certificate.

6. AGENCY agrees that AGENCY Supervising Practitioners will submit to the University
evaluations of each Student Practitioner’s progress, in a format and at such times as directed by the University.

7. AGENCY acknowledges that Student Practitioners’ educational records are protected by FERPA. Accordingly, AGENCY must obtain express written permission from any Student Practitioner before University may release any data pertaining to such student. The University will provide guidance to AGENCY, as needed, with respect to complying with the release of Student Practitioners’ educational records in accordance with FERPA.

8. Each Student Practitioner shall perform and comply with all written policies, regulations and directives of AGENCY. AGENCY shall provide all applicable written policies, regulations and directives to Student Practitioner and to University. AGENCY may relieve a Student Practitioner from further participation in the Program if, in its sole discretion, it believes that such Student Practitioner has violated AGENCY’s policies, regulations and/or directives.

Refusal or Dismissal of Student Practitioner

1. AGENCY may, for good cause and in compliance with state and federal regulations, refuse to accept the placement of a Student Practitioner. During a placement, either party may, at their sole discretion, immediately dismiss any Student Practitioner whose performance or conduct is not in accordance with AGENCY or University policies, procedures, rules, codes of conduct, violates the applicable laws of the State of Arizona or the state where the placement is conducted, or is otherwise detrimental to the health & welfare of the AGENCY’s students or faculty. If such action is required, the Party initiating the dismissal will notify the other within one (1) business day of the dismissal, to follow with written notification (email acceptable) within ten (10) business days of the dismissal. The written notification shall identify the specific violation(s) of policy, procedure, rule, code of conduct, or law that resulted in the dismissal. University will be responsible for any disciplinary action of the Student Practitioner.

2. The refusal or dismissal of a Student Practitioner in accordance with the provisions of this Agreement shall not affect continuation of this Agreement or the continued training of other Student Practitioners by AGENCY pursuant to this Agreement.

General Provisions

1. The University shall inform each participating Student Practitioner of federal and state laws governing the confidentiality of AGENCY client or student information, including FERPA. Any breach of confidentiality by a participating Student Practitioner shall be grounds for immediate termination.

2. Nothing in this Agreement shall be construed as establishing a partnership, joint venture, or similar relationship between the University and AGENCY. Nothing in this Agreement shall be construed to authorize either Party to act as agent for the other, and neither Party shall be liable for the wrongful acts or negligence of the other while acting in the course or scope of their employment while performing the duties undertaken pursuant to this Agreement. Nothing expressed herein shall create any rights or duties in favor of any potential third party beneficiary or other person, agency or organization.
3. The University maintains insurance coverage through the State of Arizona’s Risk Management Division self-insurance program to cover liabilities arising from the acts and omissions of the University’s employees, students, and agents participating under this Agreement. The AGENCY shall maintain adequate insurance, as determined by the University (which may include a bona fide self-insurance program) to cover any liability arising from the acts and omissions of the AGENCY’s employees and agents. University students are not deemed to be employees of AGENCY by virtue of this Agreement.

4. The Parties agree to comply with all applicable state and federal laws, rules, regulations and executive orders governing equal employment opportunity, immigration, and nondiscrimination, including the Americans with Disabilities Act, as amended.

5. This Agreement is subject to the provisions of A.R.S. § 38-511 regarding Conflict of Interest.

6. In the event of litigation, as required by A.R.S. § 12-1518, the Parties agree to make use of arbitration in all contracts that are subject to mandatory arbitration pursuant to rules adopted under A.R.S. § 12-133.

7. The performance of both Parties may be dependent upon the appropriation of funds by each Party’s governing, legislative authority. Should the Legislature in the case of the University or the ____________ in the case of AGENCY fail to appropriate the necessary funds or if either Party’s applicable appropriation is reduced during the fiscal year, the Party that is subject to the reduced or eliminated funding may reduce the scope of this Agreement if appropriate or cancel this Agreement without further duty or obligation. Each Party agrees to notify the other Party as soon as reasonably possible after the unavailability of said funds comes to its attention.

8. Notices:

To University:  
Contracts Manager  
Sponsored Projects & Contracting Services  
University of Arizona  
P.O. Box 210158, Rm 515  
Tucson AZ 85721-0158

To AGENCY:  

9. If any provision of this Agreement is held invalid or unenforceable, the remaining provisions will continue valid and enforceable to the full extent permitted by law.

10. No waiver of any provision of this Agreement shall affect the right of any Party thereafter to enforce such provision or to exercise any right or remedy available to it in the event of any other default.

11. This Agreement shall be governed by the laws of Arizona.

12. This Agreement may be executed in several counterparts, each of which shall be an
original, but all of which together shall constitute one and the same Agreement. The Parties agree that any xerographically or electronically reproduced copy of this Agreement will have the same legal force and effect as any copy bearing original signatures of the Parties.

13. This document constitutes the entire Agreement between the Parties and any prior or contemporaneous representations, either oral or written are hereby superseded. This Agreement may not be modified, amended, altered or extended except through a written amendment signed by each Party.

IN WITNESS HEREOF, the Parties hereto have executed this Agreement by properly authorized persons.

ARIZONA BOARD OF REGENTS,
UNIVERSITY OF ARIZONA

AGENCY

Printed Name:
Title:

Date
Date

For any questions or comments regarding the terms and conditions of this agreement please contact:

Vanessa Mendoza, Contract Officer
Sponsored Projects & Contracting Services
University of Arizona

Email (preferred): vanessam3@arizona.edu

COMPLETION INSTRUCTIONS

Be sure to enter the applicable information in the blank spaces throughout the agreement as follows:

✓ Agency’s legal name (replace in lieu of [AGENCY NAME]) in the title and first paragraph on page 1.

✓ The effective and termination dates in the Term paragraph on page 1 (e.g. July 1, 2019 to June 30, 2024).

✓ Name of the state issuing the valid credentials for Agency’s employees in Definitions Paragraph 3 at the top of page 2.
✓ Name of the legislative or governing body of the Agency in General Provisions Paragraph 7 at the bottom of page 4.

✓ The contact name, title, and mailing address to forward written notice to in General Provisions Paragraph 8 at the top of page 5.

✓ Printed name and title of person signing on behalf of the Agency at the bottom of page 5.

When the agreement is ready for signature by the University of Arizona, if your agency can accept scanned signatures, please forward by email to (program coordinators should insert their email here).

If original signatures are required by your agency, it is strongly recommended to email the Contract Officer above to arrange for original signatures.
University Supervisor
Information

THE UNIVERSITY OF ARIZONA
COLLEGE OF FINE ARTS

Office of Field Experience
University Supervisor Information

Qualifications

University supervisors through the College of Fine Arts are experts in arts education and work along with student teachers and mentor teachers to form a valuable support system to ensure a successful student teaching experience. University supervisors may include full-time and part-time College of Fine Arts faculty members, master teachers from local school districts, and graduate students with education experience pursuing masters or doctorates in Arts Education.

Description of Supervisor Position

Throughout the required 75 days of student teaching, university supervisors use a variety of strategies, assessments, and coaching methods to: (1) ensure an open line of communication with the student teacher and mentor teacher; (2) nurture a supportive and informative relationship with the student teacher; and (3) assist in the development of the student teacher’s teaching and professional growth. In addition to weekly contact with the student teacher, supervisors observe the classroom a minimum of six times throughout the semester to evaluate the student teacher’s progress in all areas teaching (planning, collaboration, classroom management, lesson delivery, interactions with students, assessment, materials, etc.). The university supervisor combines informal observations, formal midterm/final evaluations, and conferences with the student teacher and mentor teacher to assess improvement. In some instances, the university supervisor will collaborate with another supervisor or major professors to present seminars that answer questions about student teaching, personal accountability, portfolio criteria, and professionalism.

Field Experience Website

All updated forms, resources, and meeting dates/deadlines mentioned in this Guidebook are found on the College of Fine Arts Office of Field Experience website at: https://cfa.arizona.edu/students/office-of-field-experience/.

Travel Authorization

Prior to driving to any school sites, supervisors need to be authorized by the University for travel, if they have not already done so for another position within the University. There are two steps in this process and this should be completed as soon as possible, but no later than the initial visit to each school site:

2) Supervisors need to visit the following link to complete the driver registration, motor vehicle check, and Risk Management Defensive Driving online course: https://risk.arizona.edu/training/defensive-driving.

Seminars

As the semester unfolds, many student teachers have questions about personal expectations, school procedures, classroom management strategies, and scheduling. Student teachers attend seminars throughout the semester with their university supervisors and/or major professors to address teaching-related issues. Along with other professional development workshops and events as assigned each semester, student teachers are also required to attend the Student Teacher Professional Development Conference at the beginning of each term, where many of the initial questions regarding student teaching are answered. The Professional Development Seminar consists of a general session which covers the important information for all student teachers and ends with a hosted meeting by major professors and university supervisors for student teachers and their mentor teacher. The seminars and Professional Development Conference are held at the University of Arizona and are a required component of the student teaching semester. Each student teacher’s presence at these events is documented on the time card and initialed by the university supervisor. These meetings set the roles, responsibilities, and expectations of the student teaching partnership.

Graduate Teaching Assistants – Music Education Course Enrollment

Music Education GTAs at the Fred Fox School of Music are required to enroll in one credit of MUS 694 Practicum each semester they are employed as GTAs.

Supervisor Meeting and Professional Development Conference

We have a one-hour supervisor training prior to the start of UA classes each semester, followed by Professional Development Conference breakout sessions for supervisors, major professors, student teachers, and their mentors (schedule and additional details are emailed prior to the conference). Make sure you have read the attached Guidebook prior to that meeting. After that one-hour supervisor meeting in the early afternoon, all of the student teachers and mentor teachers join us. Supervisors lead sessions during the Professional Development Conference with the student teachers and mentor teachers, so please review the agenda for that day when it is emailed out.
Initial Visit to the Classroom

The initial visit is scheduled by the university supervisor at the beginning of the semester and is typically only 20 minutes. This visit serves as the first opportunity for the university supervisor to learn the procedures of the school for visitor check-in/check-out, meet the office staff and principal, and visit the mentor teacher’s classroom while students are engaged in a lesson. If possible, the student teacher or mentor teacher should introduce the supervisor to the students. University supervisors should take this time to find an appropriate place in the classroom where observations will occur that will not impede instruction of the class. They should also obtain a school handbook or gather the pertinent information, such as a campus map, school calendar/hours, and staff directory.

At this initial visit, the Phase-In Schedule should have been completed by the student teacher and the mentor teacher. University supervisors will collect the Phase-In Schedule and verify its completeness and accuracy. If the mentor teacher has not submitted the compensation/stipend card, the university supervisor should collect this card at the initial visit to the school and submit the completed card to the Coordinator of Field Experiences.

Mileage Reimbursement

Via email, supervisors submit their completed mileage forms twice during semester, exact dates are located on our website: https://cfa.arizona.edu/students/office-of-field-experience/ under “Meetings, Dates, and Deadlines.” Typically, the two mileage reimbursement deadlines are in the middle of the semester around midterms and on Reading Day after the last day of UA classes.

Supervisors fill out and attach the excel spreadsheet found on our website or at: http://cfa.arizona.edu/?ddownload=1400. In the state of Arizona, employees cannot get reimbursed for travel to/from their homes, so if the supervisor travels from home, they need to subtract the distance from their home to the UA in the "Index" column of the spreadsheet. Make sure to electronically "sign" and date the bottom of the excel spreadsheet prior to emailing it.

With the spreadsheet, supervisors also need to attach to the email a PDF of all the routes taken that are included on the spreadsheet (Google Maps for each route will suffice). Please make sure mileage from the spreadsheet matches these Google Maps amounts exactly.

Once the supervisor emails the form (as an excel file) and the Google Maps routes (as a combine PDF of all the routes) to Dr. Karin Nolan (knolan@email.arizona.edu), the College of Fine Arts business office processes them and then sends directions for the reimbursement authorization, which is done online through the supervisor’s UAccess account: https://uaccess.arizona.edu/.

Assessment of Student Teachers

Overview

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

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

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

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

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

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

**Weekly Contact with Teacher Candidates**

Throughout the semester, university program supervisors are required to have weekly contact with their assigned teacher candidates; this may include scheduled meetings, seminars, emails, responses to journal entries, video snippets of teaching, or phone calls. Each contact allows the university program supervisor to document progress, answer individual questions regarding the teacher candidate’s placement and responsibilities, provide ideas for improvement, follow-up regarding suggestions or action plans discussed, and allow for teacher candidate self-reflection. Supervisors determine which method or combination of methods are appropriate for each teacher candidate. The content of these weekly contacts should be tailored to the unique needs, strengths, and/or situations for each individual teacher candidate.

**Observations and Coaching**

Throughout the semester, the university program supervisor will observe and coach the teacher candidate a minimum of six times (note: the initial visit to the school does not count as one of these six formal observations). If a teacher candidate needs additional guidance and coaching, more observations may be scheduled, as needed.

During observations, the university program supervisor should utilize the provided Observation Form, as it is aligned with the four categories assessed in the midterm and final. It is important to note areas of strength and appropriate next steps for the teacher candidate’s improvement.
The university program supervisor determines the appropriate amount of time to schedule for each teacher candidate. As a guideline, at the beginning of the semester, supervisors may only spend approximately 20-30 minutes observing the student teacher and may spend an additional 20 minutes with the teacher candidate after the observation to provide feedback and coaching. Observation and coaching times typically increase throughout the semester depending on the teacher candidate’s needs and as the teacher candidate assumes more teaching responsibilities. Following the post-observation meeting, the university program supervisor provides a written summary to the teacher candidate and mentor teacher.

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

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

**Scheduling Observations**

While scheduling observations is not required, it is highly recommended due to the complicated school and classroom schedules, as well as for more productive time management and observations when students are in session. University supervisors should work with the mentor teacher and the student teacher to schedule observations and conferences. Try to vary scheduling to observe the student teacher in front of different classes. University supervisors may want to double check scheduled times with the mentor teacher and school administration to avoid observations during scheduled fire drills, assemblies, school holidays, field trips, etc.

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

**Scheduling Midterm and Final**

There are essentially four components to each the midterm and the final: (1) prior to the observation, a self-evaluation using the midterm/final assessment instrument is completed by the student teacher; (2) formal observation of a lesson, (3) collaboration between the university program supervisor and mentor teacher to fill out the midterm/final evaluation form, and (4) conference between the university program supervisor, mentor teacher, and student teacher. This process typically takes 2-3 hours at each school site.

When scheduling the conferences, it is essential to find a time when the university supervisor, mentor teacher, and student teacher can meet at the same time (e.g., planning period, before school, lunch, after school, etc.). University program supervisors must take into account each of the different school district calendars to ensure a timely evaluation and appraisal:

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

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

For the first of those meetings, the university program supervisor and mentor teacher meet and discuss the teacher candidate’s progress and ratings on the assessment instrument and come to a consensus on ratings for the evaluation form. Ratings are to be whole numbers only (e.g., rating of 2 or 3, but not 2.5). See pages titled “Teacher Candidate Evaluation Rubrics” found later in this Guidebook and on the Office of Field Experience website for grading rubrics when determining which rating is most appropriate. The criteria and ratings are intended to represent what a teacher candidate reasonably should be able demonstrate during their student teaching semester. After awarding ratings, fill out the comment boxes at the bottom of each page, which ask for a summary of each of the four areas of evaluation (learning environment, planning, instruction/assessment, and professionalism/growth) and most importantly, a plan of action with concrete suggestions for improvement in each of those four areas. The plan of action comment box should never be left blank on any page.

For the second meeting, all three parties (university program supervisor, mentor teacher, and student teacher) discuss the ratings awarded and the narrative comments from the instrument, especially the plans of action for improvement in each of the four evaluated areas.

The midterm and final are intended to be collaborative efforts between the mentor teacher and the university program supervisor, although it is the university program supervisor that is ultimately responsible for the final markings. Supervisors should also have the student teacher self-evaluate their own performance using the same assessment instrument via email prior to the midterm/final.

If during the midterm, there are excessive ratings of 1’s and 2’s, the teacher candidate should be placed immediately on a Professional Growth Plan (see section below) and given guidance regarding how to enhance those specific standards, as ratings of “1” during the final evaluation may constitute a failing grade for student teaching.

Portfolio Assessment

Each student teacher compiles material throughout their student teaching semester and creates a professional Teaching Portfolio. This portfolio becomes an important tool for applying and interviewing for future jobs. The portfolio requirements and formatting is discussed during the student teaching seminars that occur throughout the student teaching semester with the university supervisors and major professors. The student teacher portfolio is reviewed and evaluated by the university supervisors and/or major professors. This serves as a benchmark assignment required for students to pass student teaching.

Time Card

The time card is filled out by the student teacher, mentor teacher, and university supervisor throughout the semester. Supervisors date and initial the back of the card each observation. This card documents the student teachers’ daily attendance, confirms attendance at the Student Teacher Professional Development Conference and all required seminars, and provides documentation of completed requirements.

It is important that in addition to documenting each time the supervisor visits the school, the supervisor needs to check the front of the time card for accuracy of attendance. The student
teacher is required to fill out the time card each day and the mentor teacher initials it each week on Friday. Supervisors need to ensure this is being done correctly each visit.

Once the time card is completed, the university supervisor or the student teacher submits it to the Office of Field Experience for processing the student’s Institution Recommendation (IR) to the Arizona Department of Education. The Office of Field Experience keeps the time card in the student teacher’s file for future reference, if needed.

**Grading**

Student teachers who have successfully completed all the prescribed student teaching requirements will receive a passing grade (“P”). To receive a passing grade, the student teacher must successfully complete the following requirements:

- Daily Attendance: students need to complete a minimum of 75 full days of student teaching, with a minimum of 20 days in Phase III: Maximum Responsibility Teaching Load
- Participation at University Seminars and Office of Field Experiences Professional Development Conferences
- Midterm Evaluation from Supervisor and Cooperating Teacher: occurs approximately seven weeks into the student teaching semester
- Final Evaluation from Supervisor and Cooperating Teacher: occurs near the end of the student teaching semester
- Portfolio: requirements are discussed in the student teacher’s seminars with their supervisors and professors throughout the student teaching semester
- Adherence to all behavioral and academic standards required for Teacher Preparation Programs (see section entitled, “Teacher Preparation Program Professional Standards”)

Student teachers, who, in the judgment of the university supervisor and major professor—with feedback from the mentor teacher—have failed to progress sufficiently during the student teaching experience receive a failing grade (“F”). If the student receives a failing grade for the student teaching semester, no second placement will be awarded and the student teacher will be referred to the academic advisor to discuss possible degree options.

Neither a passing nor a failing grade is included in the computation of the student’s grade point average. All required materials must be received in the Office of Field Experience before semester grades are posted, including the time card, midterm evaluation, and final evaluation.

**Paperwork Required for Supervisors**

Supervisors who wish to be compensated for mileage from the UA to the school site for observations must submit the mileage spreadsheet twice a semester with an accurate Google Maps image of the routes (see section above titled “Mileage Reimbursement” for full details).

In addition to mileage paperwork, there are also items related to the student teacher that are due at the end of the semester. Right after the last day of UA classes—on Reading Day—supervisors submit the following paperwork for each student teacher supervised that semester (please submit all hard-copy papers to Dr. Nolan’s mailbox in MUSIC BUILDING room 109 between the hours of 8am-4pm, M-F):

- **Original Phase-In Schedule** with any edits for dates that might be needed. Please make sure Phase III has a minimum of 20 consecutive teaching days.
• **Midterm/Final Evaluation** (print out a hard copy) and the original signature page with all signatures for the midterm and final.

• **Student Teacher Evaluation Narrative**: this is not a form, rather it is a short (no more than one-page typed) narrative which serves as the supervisor’s summation of the student teacher's performance. Supervisor’s should provide their genuine assessment of the student teacher's strengths, weaknesses, progress throughout the semester, and their estimation of their future success. Student teachers will not see this but it does remain in their files.

• **Student Teacher Time Card**: only submit if the time card was collected from the student teacher; otherwise the student teacher will submit it directly to Dr. Nolan.

### Concerns and Professional Growth Plans

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

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

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

I. The university program supervisor, major professor, and mentor teacher meet to discuss concerns and complete the UA TPP Referral for Performance Concerns. (See **UA TPP Performance Concern Form**). A copy of this form must be kept in the students file in the Office of Field Experiences.

II. If the issue is minor, the university program supervisor and/or major professor meet with the teacher candidate, prepare a Response to Referral form after meeting, and provide a copy to the teacher candidate. (See **UA TPP Performance Concern Response to Referral**)

III. If the issue is major or if the minor issues persist or repeats, relevant faculty/staff prepare a UA TPP Professional Growth Plan, which specifies the expectations which must be met, as well as the options for the teacher candidate should it be deemed at a later date that expectations have not been met. (See **UA TPP Professional Growth Plan**)

IV. The university program supervisor and/or major professor present the Professional Growth Plan to the teacher candidate and provide a copy for the teacher candidate. This plan needs to be signed by the university program supervisor, major professor, mentor teacher, and teacher candidate.
The teacher candidate implements the improvement plan, and if the improvement plan is not successful, the university program supervisor, major professor, and/or mentor teacher may recommend removal from the placement by documenting reasons for the removal.

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

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

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

Midterm and Final Assessment Indicators

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

**Planning and Preparation (aligned with InTASC Standards 1, 4, 5, and 7 and ISTE Standards 1 and 2)**
- Creates complete, appropriately-formatted lesson plans and submits for review in a timely manner
• Writes lesson plans and activities appropriate for the amount of time allotted/designated
• Uses assessment data, professional judgment, and learners’ needs to guide planning
• When writing objectives, uses Arizona standards, district academic standards/performance objectives, and/or any additional standards as required by the discipline to develop procedural and conceptual knowledge
• Connects lesson content to: students’ experiences, previous lessons within the content area, other curricular areas, and real-life situations
• Plans multiple instructional strategies that ensure active participation
• Chooses varied and appropriate materials and technologies and has them ready to teach the learning objective(s)
• Plans opportunities for higher-level thinking through questioning and student activities
• Incorporates modifications or accommodations based on learner needs
• Develops meaningful sequencing of learning experiences
• Plans collaboratively with mentor teacher and/or other professionals who have specialized expertise

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

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

**Professionalism and Growth (aligned with InTASC Standards 9 and 10 and ISTE Standard 5)**

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

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

*The Learner and Learning*

- **1: Learner Development**
  The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

- **2: Learning Differences**
  The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

- **3: Learning Environments**
  The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
Content Knowledge

• **4: Content Knowledge**
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

• **5: Application of Content**
The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

• **6: Assessment**
The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

• **7: Planning for Instruction**
The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

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

Professional Responsibility

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

• **10: Leadership and Collaboration**
The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

National Educational Technology Standards (NETS)

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

• **ISTE #2:**
Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills and attitudes identified in the NETS-S.
• **ISTE #3:**
  Model Digital Age Work and Learning. Teachers exhibit knowledge, skills and work processes representative of an innovative professional in a global and digital society.

• **ISTE #4:**
  Promote and Model Digital Citizenship and Responsibility. Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

• **ISTE #5:**
  Engage in Professional Growth and Leadership. Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.
## Teacher Candidate Evaluation Rubrics

### I. Learning Environment:

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

<table>
<thead>
<tr>
<th>Submitted Plans</th>
<th>4 - Accomplished</th>
<th>3 - Proficient</th>
<th>2 – Emergent</th>
<th>1 – Not Evident</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Timing</strong></td>
<td>Lesson plans are consistently and impeccably commensurate with time allotted and includes time for lesson closure.</td>
<td>Lesson plans are consistently well developed, complete, well formatted, and submitted in advance when appropriate.</td>
<td>Lesson plans are sometimes well developed, complete, well formatted, and submitted in advance when appropriate.</td>
<td>Lesson plans are rarely, if ever, well developed, complete, well formatted, and submitted in advance when appropriate.</td>
</tr>
<tr>
<td><strong>Data &amp; Needs</strong></td>
<td>Lesson planning is consistently driven by student needs as measured by formal and informal assessments.</td>
<td>Lesson planning is often driven by student needs as measured by formal and informal assessments.</td>
<td>Lesson planning is seldom driven by student needs as measured by formal and informal assessments.</td>
<td>Lesson planning is rarely, if ever driven by student needs as measured by formal and informal assessments.</td>
</tr>
<tr>
<td><strong>Standards Based</strong></td>
<td>Objectives are consistently based on all appropriate standards required by the discipline, and include language objectives for English Language Learners.</td>
<td>Objectives are consistently based on most standards required by the discipline and include language objectives for English Language Learners.</td>
<td>Objectives are sometimes based on most standards required by the discipline and occasionally include language objectives for English Language Learners.</td>
<td>Objectives are rarely, if ever, based on most standards required by the discipline and do not include language objectives for English Language Learners.</td>
</tr>
<tr>
<td><strong>Connects Content</strong></td>
<td>All content is intentionally connected to students’ prior knowledge, experiences, and other subject areas.</td>
<td>Content is consistently connected to students’ prior knowledge, experiences, or other subject areas.</td>
<td>Content is sometimes connected to students’ prior knowledge, experiences, or other subject areas.</td>
<td>Content is rarely, if ever, connected to students’ prior knowledge, experiences, or other subject areas.</td>
</tr>
<tr>
<td><strong>Active Participation</strong></td>
<td>Plans consistently include varied instructional strategies that maximize active student participation.</td>
<td>Plans consistently include varied instructional strategies to ensure some active student participation.</td>
<td>Plans may include some instructional strategies to ensure some active student participation for a part of the time.</td>
<td>Plans rarely, if ever, include instructional strategies to ensure some active student participation for a part of the time.</td>
</tr>
<tr>
<td><strong>Materials/Technology</strong></td>
<td>Varied and appropriate materials are customized to support the learning objective(s). Materials are easily accessible and always ready.</td>
<td>Varied and appropriate materials are used to support the learning objective(s). Materials are accessible and always ready.</td>
<td>Varied and appropriate materials are sometimes used to support learning objective(s). Materials are generally accessible and ready.</td>
<td>The varied use of appropriate materials is rarely, if ever, supports the learning objective(s). Materials are not often easily accessible or ready.</td>
</tr>
<tr>
<td><strong>Higher Level Thinking</strong></td>
<td>Lesson plans include activities and planned/intentional questioning that</td>
<td>Lesson plans include activities and planned/intentional questioning that</td>
<td>Lesson plans include activities and planned/intentional questioning that</td>
<td>Lesson plans include activities and planned/intentional questioning that</td>
</tr>
<tr>
<td>Accommodations</td>
<td>All learner needs are consistently met with appropriate accommodations and modifications.</td>
<td>All learner needs are often met with appropriate accommodations and modifications.</td>
<td>Learner needs are sometimes met with appropriate accommodations and modifications.</td>
<td>Learner needs are rarely, if ever, met with appropriate accommodations and modifications.</td>
</tr>
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</tr>
<tr>
<td>Sequencing</td>
<td>Lessons are extremely well sequenced.</td>
<td>Lessons are appropriately sequenced.</td>
<td>Lessons are, for the most part, appropriately sequenced, but in-lesson transitions could be improved.</td>
<td>Lessons are delivered without appropriate sequencing.</td>
</tr>
<tr>
<td>Collaborates</td>
<td>Collaborates consistently with mentor teacher and other professionals when planning to improve lesson quality and meet learner needs.</td>
<td>Collaborates often with mentor teacher and other professionals when planning to improve lesson quality and meet learner needs.</td>
<td>Collaborates on occasion with mentor teacher and other professionals when planning to improve lesson quality and meet learner needs.</td>
<td>Collaborates, seldom, if ever, with mentor teacher and other professionals when planning to improve lesson quality and meet learner needs.</td>
</tr>
</tbody>
</table>

### III. Instruction and Assessment:

<table>
<thead>
<tr>
<th>States Expectations</th>
<th>4 - Accomplished</th>
<th>3 - Proficient</th>
<th>2 – Emergent</th>
<th>1 – Not Evident</th>
</tr>
</thead>
<tbody>
<tr>
<td>States Expectations</td>
<td>Communicates learning expectations and outcomes in a consistent, effective, and meaningful way at the beginning of the lesson and throughout.</td>
<td>Communicates expectations for learning at the beginning of the lesson and throughout.</td>
<td>Learning expectations may be poorly communicated and/or not referenced throughout the lesson</td>
<td>Expectations for the lesson are not communicated.</td>
</tr>
<tr>
<td>Content Accuracy</td>
<td>Content knowledge is accurate and can be explained in multiple, accurate manners and applications. Essential information is included and emphasized during the lesson.</td>
<td>Content knowledge is accurate and essential information is emphasized.</td>
<td>Teacher may not teach the essential information accurately or might spend too long focusing on non-essential information.</td>
<td>Incorrect information is periodically given. Teacher does not demonstrate sufficient content knowledge to distinguish essential information.</td>
</tr>
<tr>
<td>Academic Language</td>
<td>Demonstrates mastery of the discipline’s academic language and creates multiple opportunities for students to easily and accurately use the academic language.</td>
<td>Uses academic language of the discipline accurately and creates opportunities for students to use the academic language.</td>
<td>Academic language is sometimes used. There may be few opportunities for students to practice the academic language.</td>
<td>Academic language is unused or used inaccurately and/or student misuse of the language goes uncorrected. There may be little to no opportunities for students to practice the academic language.</td>
</tr>
<tr>
<td>Clear Instructions</td>
<td>Instructions are provided clearly and in multiple ways (including verbally, written, and through modeling) prior to activities, resulting in student understanding of the instructions.</td>
<td>Provides clear instructions verbally, in writing, and through modeling.</td>
<td>Instructions may not be clear to the students and need to be repeated numerous times for student understanding.</td>
<td>Instructions are either not provided or only provided in one method.</td>
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</tr>
<tr>
<td>Flexibility</td>
<td>Consistently demonstrates flexibility and advanced content knowledge to allow for explorations of learner curiosities in a manner that still addresses learning objectives.</td>
<td>Often demonstrates flexibility and sufficient content knowledge to allow for exploration of learner curiosities.</td>
<td>Sometimes demonstrates flexibility and sufficient content knowledge to allow for exploration of learner curiosities.</td>
<td>Rarely demonstrates flexibility or sufficient content knowledge to allow for exploration of learner curiosities or any deviations from the lesson plan.</td>
</tr>
<tr>
<td>Varied Materials</td>
<td>Regularly integrates varied, engaging, and well-made materials, aids, models, and representations, including technology.</td>
<td>Uses varied materials, aids, models, technology, and representations, as appropriate to the lesson.</td>
<td>Sometimes uses varied materials, aids, models, and representations (including technology), as appropriate.</td>
<td>Rarely uses varied materials and/or materials may not be relevant or effective.</td>
</tr>
<tr>
<td>Varied Delivery</td>
<td>Effectively and seamlessly varies instructional strategies and teacher role (e.g., sheltered English instructional strategies, small groups, individual work, student-led learning, cooperative learning, direct instruction, investigation, facilitator, guide on the side, etc.) so that students are engaged in multiple, meaningful methods of learning which address students’ diverse learning styles and needs.</td>
<td>Often varies instructional strategy and teacher role throughout the lesson to address students’ diverse learning styles and needs (e.g., sheltered English instructional strategies, small groups, individual work, student-led learning, cooperative learning, direct instruction, investigation, facilitator, guide on the side, etc.).</td>
<td>Sometimes or ineffectively varies instructional strategy and teacher role throughout the lesson to address students’ diverse learning styles and needs (e.g., sheltered English instructional strategies, small groups, individual work, student-led learning, cooperative learning, direct instruction, investigation, facilitator, guide on the side, etc.).</td>
<td>Seldom varies instructional strategy and teacher role throughout the lesson to address students’ diverse learning styles and needs.</td>
</tr>
<tr>
<td>Activities &amp; Applications</td>
<td>Provides varied, relevant and engaging activities and choices for learners to demonstrate their knowledge, including</td>
<td>Often provides relevant activities and choices for learners to demonstrate their knowledge, including creative/original ways and authentic</td>
<td>Sometimes provides activities and choices for learners to demonstrate their knowledge, including creative/original ways and authentic</td>
<td>Rarely provides activities or choices for learners to demonstrate their knowledge, including creative/original ways and authentic</td>
</tr>
<tr>
<td></td>
<td>creative/original ways and authentic applications.</td>
<td>ways and authentic applications.</td>
<td>applications.</td>
<td>applications.</td>
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</tr>
<tr>
<td><strong>Student Engagement</strong></td>
<td>Maximizes active participation and paces the lesson to optimize instructional time so that all students are engaged 100% of the time (“bell-to-bell” student engagement).</td>
<td>Students are actively participating for the majority of the lesson and teacher candidate paces the lesson to optimize instructional time. Off task behavior is seldom.</td>
<td>All or most students are engaged for a portion of the lessons. Off task behavior is frequent. Pacing may be too slow or too fast for student understanding and successful performance.</td>
<td>Students are often or always off task.</td>
</tr>
<tr>
<td><strong>Questioning</strong></td>
<td>Effectively asks relevant questions that students consistently answer throughout lesson to promote ongoing higher-level thinking and serve multiple purposes (e.g., probing for learner understanding, promoting student discourse, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).</td>
<td>Effectively asks relevant questions to promote higher-level thinking and serve different purposes (e.g., probing for learner understanding, promoting student discourse, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).</td>
<td>Asks questions that sometimes promote high level thinking and serve different purposes, but questions may not be relevant or effective at eliciting student responses.</td>
<td>Rarely asks questions throughout the lesson.</td>
</tr>
<tr>
<td><strong>Formative Assessments</strong></td>
<td>Consistently checks for understanding throughout lesson to monitor student learning using varied, engaging, and time-efficient methods of assessment.</td>
<td>Often checks for understanding throughout lesson to monitor student learning using varied and time-efficient methods of assessment.</td>
<td>Sometimes checks for understanding to monitor student learning; these checks may not be varied, scattered throughout the lesson, and/or time-efficient.</td>
<td>Rarely effectively checks for understanding throughout lesson to monitor student learning.</td>
</tr>
<tr>
<td><strong>Modifies Teaching</strong></td>
<td>As a result of monitoring, consistently adjusts content delivery or lesson plan to maximize student learning.</td>
<td>Often adjusts lesson or content delivery based on student needs.</td>
<td>Sometimes adjusts lesson or content delivery based on student needs.</td>
<td>Rarely adjusts lesson or content delivery based on student needs.</td>
</tr>
<tr>
<td><strong>Summative Assessments</strong></td>
<td>Summative assessments are customized to match instruction in content, rigor, and format.</td>
<td>Designs summative assessments that often match instruction in content, rigor, and format.</td>
<td>Designs summative assessments that sometimes match instruction in content, rigor, and/or format. May only use pre-made summative assessments without</td>
<td>Does not create or use summative assessments that match instruction in content, rigor, and/or format.</td>
</tr>
</tbody>
</table>
the opportunity to design assessments.

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Feedback</td>
<td>Through written and verbal feedback during the lesson and on assignments/assessments, provides timely, useful, specific, and respectful responses to learners resulting in improvements in student performance.</td>
<td>Through written and verbal feedback, provides timely, useful, specific, and respectful responses to learners.</td>
<td>Sometimes provides timely, useful, specific, and respectful responses to learners.</td>
<td>Rarely provides timely, useful, specific, and respectful responses to learners.</td>
</tr>
</tbody>
</table>

### IV. Professionalism and Growth:

<table>
<thead>
<tr>
<th></th>
<th>4 - Accomplished</th>
<th>3 - Proficient</th>
<th>2 – Emergent</th>
<th>1 – Not Evident</th>
</tr>
</thead>
<tbody>
<tr>
<td>On Time &amp; Professional</td>
<td>Consistently attends field experiences on time, arrives early and/or stays late so as to be prepared. Maintains a very professional appearance.</td>
<td>Attends field experiences on time, prepared, and with a professional appearance.</td>
<td>Is, on occasion, late or unprepared for field experience and/or occasionally fails to maintain a professional appearance.</td>
<td>Is often late or unprepared for field experience and/or often fails to maintain a professional appearance.</td>
</tr>
<tr>
<td>Responds Timely</td>
<td>In addition to timely communication, anticipates and initiates needed communication, and is prepared in advance of deadlines.</td>
<td>Consistently responds to communications in a timely manner and meets deadlines.</td>
<td>Often responds to communications in a timely manner and meets deadlines.</td>
<td>Seldom, if ever responds to communications in a timely way and/or rarely meets deadlines.</td>
</tr>
<tr>
<td>Communication</td>
<td>Communicates in a highly professional manner with and about the members of the learning community.</td>
<td>Communicates professionally with and about members of the learning community.</td>
<td>Usually but not always communicates professionally with and about members of the learning community.</td>
<td>Does not exhibit professional communication with and about the members of the learning community.</td>
</tr>
<tr>
<td>Personal Issues</td>
<td>Consistently and consciously separates personal and professional issues.</td>
<td>Separates personal and professional issues.</td>
<td>Has demonstrated some ability to separate personal and professional issues.</td>
<td>Is unable, at this time, to separate personal and professional issues.</td>
</tr>
<tr>
<td>Professional Conduct</td>
<td>Conducts oneself professionally and ethically as an educator. Could serve as a model of professionalism and ethics.</td>
<td>Conducts oneself professionally and ethically as an educator.</td>
<td>Has demonstrated some ability to conduct oneself professionally and ethically as an educator.</td>
<td>There is no evidence for conduct that is professional and ethical.</td>
</tr>
<tr>
<td><strong>Families</strong></td>
<td>Builds relationships with families and communicates with families about instruction and individual progress in an ongoing way.</td>
<td>Communicates with families about instruction and individual progress.</td>
<td>Has made an attempt to communicate with families about instruction and individual progress.</td>
<td>There is no evidence of communication with families about instruction and individual progress.</td>
</tr>
<tr>
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<td>-------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Legal Responsibilities</strong></td>
<td>Describes and abides by laws related to learners’ rights and teacher responsibilities (e.g., equity, appropriate education for learners with disabilities, confidentiality, privacy, reporting in situations related to possible child abuse).</td>
<td>&lt;&lt;</td>
<td>&gt;&gt;</td>
<td>Cannot describe and does not abide by laws related to learners’ rights and teacher responsibilities (e.g., equity, appropriate education for learners with disabilities, confidentiality, privacy, reporting in situations related to possible child abuse).</td>
</tr>
<tr>
<td><strong>Collaborates</strong></td>
<td>Consistently collaborates with colleagues and members of the learning community in an ongoing way, makes solid contributions to the collaborative efforts, and fosters an interdependence among colleagues.</td>
<td>Collaborates regularly with colleagues and members of the school community.</td>
<td>There is some evidence of collaboration with colleagues and members of the school community.</td>
<td>There is no evidence of collaboration with colleagues and members of the school community.</td>
</tr>
<tr>
<td><strong>Receptive to Feedback</strong></td>
<td>Regularly requests, accepts and acts upon constructive feedback from mentors, supervisors and administrators.</td>
<td>Accepts and acts upon constructive feedback from mentors, supervisors, and administrators.</td>
<td>There is some evidence demonstrating acceptance of feedback and action taken as a result of that feedback.</td>
<td>There is little to no evidence that the student Accepts and acts upon constructive feedback from mentors, supervisors, and administrators.</td>
</tr>
<tr>
<td><strong>Growth</strong></td>
<td>Seeks out and participates in professional learning opportunities beyond expectations.</td>
<td>Participates in professional learning opportunities, as appropriate.</td>
<td>Participation in professional learning is minimal.</td>
<td>Does not participate in professional learning.</td>
</tr>
<tr>
<td><strong>Self-Reflect</strong></td>
<td>Consistently demonstrates the ability to self-reflect in a deep and meaningful manner about teaching practice and steps needed to improve.</td>
<td>Demonstrates ability to self-reflect in a meaningful manner to improve teaching practice.</td>
<td>Demonstrates some ability to self-reflect in a manner meaningful and may have limited ability to identify steps to improve teaching practice.</td>
<td>There is little to no evidence of meaningful self-reflection and ability to identify steps to improve teaching practice.</td>
</tr>
</tbody>
</table>
# University of Arizona Teacher Preparation Programs
## Teacher Candidate Observation Form

<table>
<thead>
<tr>
<th>Teacher Candidate:</th>
<th>Supervisor:</th>
<th>Date:</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Summary:</th>
<th>Summary:</th>
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</table>

<table>
<thead>
<tr>
<th>Action Plan/Next Steps:</th>
<th>Action Plan/Next Steps</th>
</tr>
</thead>
</table>
# University of Arizona Teacher Preparation Programs

## Teacher Candidate Observation Form

<table>
<thead>
<tr>
<th>Instruction and Assessment – Clear information and instructions; accurate content knowledge; varied materials and activities; changes instructional role; good timing to maximize student on-task time; flexible for modifications; promotes self-assessment; continually monitors for student learning (through questioning and formative assessments)</th>
<th>Professionalism – On time and prepared; professional communications and appearance; collaborates successfully; receptive to feedback; self-reflection</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Summary:</th>
<th>Summary:</th>
</tr>
</thead>
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<table>
<thead>
<tr>
<th>Action Plan/Next Steps:</th>
<th>Action Plan/Next Steps:</th>
</tr>
</thead>
</table>
Midterm/Final Instrument

UA Teacher Candidate Midterm/Final Evaluation

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

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

I. LEARNING ENVIRONMENT

Students Represented: Students are welcomed and represented in the instructional setting in a manner that values their work and presence in the environment (e.g., students are greeted when entered; student contributions are valued; student work displayed when possible)

Set-Up: Optimizes space in the room and student workstation set-ups to ensure physical safety, classroom management, and appropriate interactions among students and teacher

Procedures: Establishes and follows norms, procedures, and routines

Behavior Expectations: Communicates clear expectations of student behavior and supports student self-regulation

Manages Behaviors Quickly: Monitors and responds appropriately to student behavior in a timely manner

Positive & Respectful: Uses and promotes civil discourse and non-verbal interactions that are positive, supportive, and respectful

Respects Backgrounds: Demonstrates and promotes respect and sensitivity for all students’ backgrounds

Comments on Learning Environment

| Midterm | Final |
---|---|
Summary: | Summary: |

Plan of Action:

| Midterm | Final |
---|---|
Plan of Action: | Plan of Action: |
<table>
<thead>
<tr>
<th>Rating Scale:</th>
<th>4 – Accomplished (consistent, exemplary evidence)</th>
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</thead>
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### II. PLANNING AND PREPARATION

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

**Comments on Planning and Preparation**

<table>
<thead>
<tr>
<th></th>
<th>Midterm</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summary:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plan of Action:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rating Scale</td>
<td>4 – Accomplished (consistent, exemplary evidence)</td>
<td>3 – Proficient (consistent, proficient evidence)</td>
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</table>

## III. INSTRUCTION AND ASSESSMENT

**States Expectations:** Communicates expectations for learning at the beginning of the lesson and throughout

**Content Accuracy:** Provides clarity and accuracy of content which includes essential information

**Academic Language:** Uses academic language of the discipline accurately and creates opportunities for students to use the academic language

**Clear Instructions:** Provides clear instructions verbally, in writing, and through modeling

**Flexibility:** Demonstrates flexibility and sufficient content knowledge to allow for exploration of learner curiosities

**Varied Materials:** Uses varied materials, aids, models, representations (including technology), as appropriate

**Varied Delivery:** Varies instructional strategy and teacher role to address students’ diverse learning styles and needs (e.g., sheltered English instructional strategies, small groups, individual work, student-led learning, cooperative learning, direct instruction, investigation, facilitator-guide on the side, etc.)

**Activities & Applications:** Provides activities and choices for learners to demonstrate their knowledge, including creative/original ways and authentic applications

**Student Engagement:** Maximizes active participation and paces the lesson to optimize instructional time

**Questioning:** Effectively asks questions to serve different purposes (e.g., probing for learner understanding, promoting student discourse, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question)

**Formative Assessments:** Checks for understanding throughout lesson to monitor student learning

**Modifies Teaching:** Adjusts lesson or content delivery based on student needs

**Summative Assessments:** Designs summative assessments that match instruction in content, rigor, and format

**Promotes Self-Assessment:** Effectively implements methods for student self-assessment and self-improvement

**Feedback:** Provides timely, useful, specific, and respectful responses to learners during the lesson and on assessments

### Comments on Instruction and Assessment

<table>
<thead>
<tr>
<th></th>
<th>Midterm</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summary:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Plan of Action:</strong></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
### IV. PROFESSIONALISM AND GROWTH

<table>
<thead>
<tr>
<th>Rating Scale</th>
<th>4 – Accomplished (consistent, exemplary evidence)</th>
<th>3 – Proficient (consistent, proficient evidence)</th>
<th>2 – Emergent (developing, limited evidence)</th>
<th>1 – Not Evident (no evidence)</th>
</tr>
</thead>
</table>

#### Midterm | Final

**On Time & Professional:** Attends field experiences on time, prepared, and with a professional appearance

**Responds Timely:** Responds to communications in a timely manner and meets deadlines

**Communication:** Communicates professionally with and about members of the learning community

**Personal Issues:** Separates personal and professional issues

**Professional Conduct:** Conducts oneself professionally and ethically as an educator

**Families:** Communicates with families about instruction and individual progress

**Legal Responsibilities:** Describes and abides by laws related to learners’ rights and teacher responsibilities (e.g., equity, appropriate education for learners with disabilities, confidentiality, privacy, reporting in situations related to possible child abuse)

**Collaborates:** Collaborates regularly with colleagues and members of the school community

**Receptive to Feedback:** Accepts and acts upon constructive feedback from mentors, supervisors, and administrators

**Growth:** Participates in professional learning opportunities, as appropriate

**Self-Reflect:** Demonstrates ability to self-reflect in a meaningful manner to improve teaching practice

---

### Comments on Professionalism and Growth

<table>
<thead>
<tr>
<th></th>
<th>Midterm</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summary:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Plan of Action:</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Teacher Candidate Printed Name:</th>
<th>Teacher Candidate Signature:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervising Practitioner:</td>
<td>Supervising Practitioner Signature:</td>
<td>Date:</td>
</tr>
<tr>
<td>Program Supervisor:</td>
<td>Program Supervisor Signature:</td>
<td>Date:</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Teacher Candidate Printed Name:</th>
<th>Teacher Candidate Signature:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervising Practitioner:</td>
<td>Supervising Practitioner Signature:</td>
<td>Date:</td>
</tr>
<tr>
<td>Program Supervisor:</td>
<td>Program Supervisor Signature:</td>
<td>Date:</td>
</tr>
</tbody>
</table>
Due Process Chart

UA Arizona Teacher Preparation Programs Due Process Flow Chart

Orientation:
- Student given copy of *UA TPP Professional Standards*, with links to all applicable professional standards.
- Student signs *UA TPP Professional Standards* indicating understanding of the standards and the consequences for failing to meet them.
- These behavioral, Professional, and Academic Standards are revisited throughout the program, are included in major/education syllabi, and are available through the Field Experiences website.

Concern Is Initiated:
- May be initiated by UA Faculty, UA Staff, University Supervisor, Mentor Teacher, Administrator
- Concern may be submitted to the Program Director via phone call or email but will subsequently be detailed via a *Performance Concern Form*.

Minor Performance Concerns:
- Program Director/Site Coordinator meets with student to discuss the alleged concern and proposed remediation
- A *Response to Concern Form* is prepared and shared with student and relevant personnel

If the issue persists, student may be placed on a Professional Growth Plan

Major Performance or Repeat/Multiple Minor Performance Concerns:
- Program Director/Site Coordinator prepares a *Professional Growth Plan (PGP)* which outlines the alleged concerns, specifies the expectations which must be met and the support to be provided, as well as potential consequences for the student should it be deemed at a later date that the expectations have not been met.
- Program Director convenes a Professional Growth Team to support the student
- Director and Team hold an initial meeting with student to discuss, sign, and initiate the PGP.
- Director and Team hold a subsequent meeting to determine if expectations have been met.

If the student has not met the PGP expectations, the Program Director determines the appropriate consequence.

Alleged Conduct Violations:
- When circumstances are dire, student may be immediately removed from field placement pending review.
- For alleged violations of ABOR Student Code of Conduct, the UA Code of Academic Integrity, the UA TPP Professional Expectations for Teacher Candidates, and/or the Arizona State Board of Education Professional Practices for Certificate Holders, Program Director conducts an appropriate review of the circumstances.
- Pending review, the student may be referred to the Dean of Students Office.

Possible Consequences:
- Placed on extended PGP.
- Withdraws from course. Allowed to re-take course in future.
- Fails course (as determined by instructor). Placed on PGP. Allowed to re-take course in future.
- Withdrawn from program. Must petition for readmission.
- Dismissed from program.

* All appeals follow the process outlined at: [https://catalog.arizona.edu/policy/grade-appeal](https://catalog.arizona.edu/policy/grade-appeal)
# Performance Concern Form

**UA Teacher Preparation Programs**  
**PERFORMANCE CONCERN FORM**

<table>
<thead>
<tr>
<th>Student Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
</tr>
<tr>
<td>College and Program:</td>
</tr>
<tr>
<td>Concern Initiated by:</td>
</tr>
</tbody>
</table>

If initiated by the supervisor, professor, or mentor teacher, please return this form and the signed response form (last page of this document) to the Director of the Office of Field Experiences/Program Director.

<table>
<thead>
<tr>
<th>Concerns</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summarize the events/circumstances that necessitated this referral</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Steps Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the steps you have already taken to address this concern with the student</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action Plan for Improvement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Detail the change needed and/or expectation to address the concern.</td>
</tr>
</tbody>
</table>
# Response to Concern Form

**UA Teacher Preparation Programs**  
*RESPONSE TO CONCERN FORM*

<table>
<thead>
<tr>
<th>Met with student on:</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Summary of concerns that were discussed:</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Next steps:</th>
<th></th>
</tr>
</thead>
</table>

## SIGNATURES

Signature: **name**, Director of Field Experiences/Program Director  
Date

Signature: **name**, **position**  
Date

Signature: Student (if needed)  
Date

---

[Image of the University of Arizona logo]

86 | P a g e
## Professional Growth Plan

**UArizona Teacher Preparation Programs**  
**PROFESSIONAL GROWTH PLAN**

<table>
<thead>
<tr>
<th>Student Name:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of PGP Initiation:</td>
<td></td>
</tr>
<tr>
<td>College and Program:</td>
<td></td>
</tr>
<tr>
<td>Professional Growth Team Members:</td>
<td></td>
</tr>
<tr>
<td>Concern Initiated by:</td>
<td></td>
</tr>
<tr>
<td>Concerns - These are concerns leading to the creation of this Professional Growth Plan:</td>
<td>●</td>
</tr>
</tbody>
</table>

### Area of Concern: LEARNING ENVIRONMENT

<table>
<thead>
<tr>
<th>Learning Environment Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which InTASC and/or Midterm/Final standards related to Learning Environment have not been demonstrated by the student?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>What observable changes do we need to see in the student’s actions as part of this Professional Growth Plan?</td>
</tr>
</tbody>
</table>
## Area of Concern: PLANNING AND PREP

List: Standards not met, observable changes for the Professional Growth Plan, and support needed to meet those goals.

### Planning and Preparation

**Standards**

*Which InTASC and/or Midterm/Final standards related to Planning and Preparation have not been demonstrated by the student?*

**Measures**

*What observable changes do we need to see in the student’s actions as part of this Professional Growth Plan?*

**Support**

*What support does the student need to complete this?*

---

## Area of Concern: INSTRUCTION and ASSESSMENT

List: Standards not met, observable changes for the Professional Growth Plan, and support needed to meet those goals.
<table>
<thead>
<tr>
<th>Instruction and Assessment Standards</th>
<th>●</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Which InTASC and/or Midterm/Final standards related to instruction and assessment have not been demonstrated by the student?</em></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Measures</th>
<th>●</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>What observable changes do we need to see in the student’s actions as part of this Professional Growth Plan?</em></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support</th>
<th>●</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>What support does the student need to complete this?</em></td>
<td></td>
</tr>
</tbody>
</table>

**Area of Concern:**

**PROFESSIONALISM and GROWTH**

List: Standards not met, observable changes for the Professional Growth Plan, and support needed to meet those goals.

<table>
<thead>
<tr>
<th>Professionalism and Growth Standards</th>
<th>●</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Which InTASC and/or Midterm/Final standards related to professionalism and growth have not been demonstrated by the student?</em></td>
<td></td>
</tr>
<tr>
<td>Area of Concern: BEHAVIOR STANDARDS</td>
<td>List: Standards not met, observable changes for the Professional Growth Plan, and support needed to meet those goals.</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Behavior Standards</td>
<td>List: Standards not met, observable changes for the Professional Growth Plan, and support needed to meet those goals.</td>
</tr>
<tr>
<td>Measures</td>
<td>List: Standards not met, observable changes for the Professional Growth Plan, and support needed to meet those goals.</td>
</tr>
</tbody>
</table>

**Measures**

What observable changes do we need to see in the student’s actions as part of this Professional Growth Plan?

**Support**

What support does the student need to complete this?
Action to meet the measures will begin on the date of this conference by the student and the Professional Growth Team members.

To successfully meet the expectations stated in this Professional Growth Plan, the student must satisfactorily fulfill the terms of the plan set forth in the measures portion of the instrument.

Professional Growth Team Members will conduct a subsequent meeting with the student to assess the student’s progress regarding expectations listed in this document and to ascertain if more or different support is warranted. 

This meeting is scheduled for __________________________.

If any of the members of the Professional Growth Team feel that the student is not fulfilling all responsibilities or is unable to meet the expectations required in the current semester, including but not limited to the specific details included in this document, a meeting will be called with the student to discuss options for the future. The options may include but are not limited to:

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

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

SIGNATURES

name, Director of Field Experiences/Program Director  

name, position  

name, position  

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

Student Signature  

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# Subsequent Professional Growth Plan (PGP) Meeting Notes

<table>
<thead>
<tr>
<th>Student Name:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Meeting Date:</td>
<td></td>
</tr>
<tr>
<td>Professional Growth Team Members Present:</td>
<td></td>
</tr>
<tr>
<td>Description of Progress Made:</td>
<td></td>
</tr>
<tr>
<td>Steps Still Needed for PGP to be completed:</td>
<td></td>
</tr>
<tr>
<td>Next Meeting, if needed, Planned for:</td>
<td></td>
</tr>
<tr>
<td>Additional Notes:</td>
<td></td>
</tr>
</tbody>
</table>

## SIGNATURES

<table>
<thead>
<tr>
<th>name, Director of Field Experiences/Program Director</th>
<th>Date</th>
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<tbody>
<tr>
<td></td>
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<tr>
<td>name, position</td>
<td>Date</td>
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<tr>
<td>name, position</td>
<td>Date</td>
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</tbody>
</table>

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

Student Signature: ________________________________ Date: ____________

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

Program Director Signature: __________________________ Date: ____________
Office of Field Experience

Dr. Karin K. Nolan
• Director of Field Experience
  College of Fine Arts, The University of Arizona
• Assistant Professor of Practice in Music Education
  Fred Fox School of Music, The University of Arizona

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P.O. Box 210004
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Tel: (520) 621-7470
Fax: (520) 621-1307
Email: knolan@email.arizona.edu
Website: http://www.cfa.arizona.edu/students/office-of-field-experience