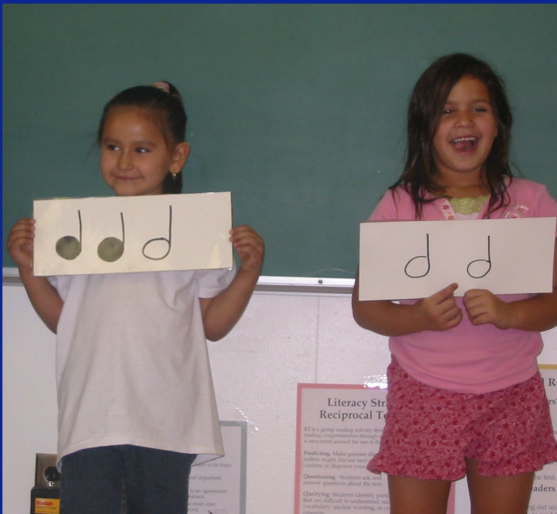


THE UNIVERSITY OF ARIZONA[®]
COLLEGE OF FINE ARTS



Teacher Candidate Guidebook



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Director of Office of Field Experience
College of Fine Arts
University of Arizona

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Introduction

The University of Arizona's College of Fine Arts is committed to providing our students with meaningful student teaching experiences in the areas of music and art and visual culture education. University arts education professors, University Supervisors, and Supervising Practitioners work collaboratively with our Teacher Candidates 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 Teacher Candidates (student teachers), Supervising Practitioners (mentor teacher), and University Supervisors understand their roles and responsibilities. This book 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:

<https://portal.arts.arizona.edu/student/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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Roles and Definitions

Teacher Candidate

Also known as a Student Teacher, this is a university student in their final semester of their education preparation degree program where they are placed at a school site for a semester of student teaching.

Supervising Practitioner

Also known as a Mentor Teacher or Cooperating Teacher, this is a practicing educator who is partnered with a Teacher Candidate for their student teaching semester. The Teacher Candidate interns with the Supervising Practitioner for an entire semester, under their supervision and mentorship.

University Supervisor

This individual is hired by the University of Arizona and is responsible for observations, coaching, feedback, regular contact with the Teacher Candidate, and evaluations. They submit these items to the major professor and Director of Field Experience. They collaborate with all members of the student teaching team.

Major Professor

This is the faculty member at the University of Arizona who serves as the Instructor of Record for the student teaching seminar. This can also refer to any fine arts faculty member within the discipline.

Director of Field Experience

This refers to the administrator in charge of the development, implementation, and enforcement of all field experience policies related to the arts education professional preparation programs within the College of Fine Arts. Additionally, they hire and train University Supervisors and serve on the University Professional Preparation Board. They work closely with members of the College of Fine Arts and College of Education faculty, local school systems, practicing arts educators, district administrators, other University professional preparation program coordinators, and the Arizona Department of Education.

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://portal.arts.arizona.edu/student/office-of-field-experience/>.

Requirements Prior to Student Teaching

Training Modules at the Beginning of Degree Program

In the first semester of major coursework for the music education degree or art/visual culture education degree, students complete a series of training modules surrounding Mandatory Reporting, FERPA, program standards, suicide prevention, and obtain IVP fingerprint clearance. As part of major coursework within the degree, students will be working with and observing minors in the K-12 school settings, which requires certain training by the state. Students complete the training and upload all documentation during their first semester of major coursework. Instructions for the training modules and how to upload documentation can be found on our website and are emailed to students in their first introductory course to arts education: MUS250 or ARE230.

Students throughout their entire degree program are held to the standards of the U of A Professional Preparation Program, including following our set Due Process when a standard is not met. They are given information about this during the training modules, and it is found in the next chapter of this guidebook.

IVP Fingerprint Clearance

Students throughout the entirety of the degree program must possess a current, valid IVP Fingerprint Clearance card throughout their program and this will be additionally verified that it is current and valid throughout the student teaching semester. If any student is unable to provide the College of Fine Arts with evidence of current IVP fingerprint clearance before the date student teaching begins, eligibility for student teaching will be revoked until such evidence can be provided. 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 (hard copy) fingerprint clearance card with them at all times when at their school site and at school-related events. New cards—if the card is scheduled to expire or if they obtained the incorrect type of clearance—can take up to two months to arrive in the mail after submitting fingerprints, 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/>.

Suicide Prevention, Intervention, and Response Training

Per Arizona State Statute, training is required in an effort to increase understanding of suicide prevention, intervention, and response in schools. After the training, Teacher Candidates will be able to:

- Identify local, state, and national trends in suicide rates
- Evaluate underlying family, cultural, community, & societal factors related to suicide
- Identify key roles in suicide prevention for teachers, counselors, administrators, students, and community members
- Recognize signs of suicide and assess degrees of suicide risk
- Discuss suicide intervention skills with at-risk children and adolescents
- Describe the range of resources available to assist children at risk of and following a suicide in a school community

Communication Expectations with Students, Minors, and When Out in the Field

Communications must remain professional, respectful, and formal for all things related to Field Experience. This applies to: Email, In Person, Phone (including voicemail), Front Office, School Parking Lots, Hallways, Observations, Classrooms, and Online. Never exchange phone numbers with minors/students. If necessary to communicate in digitally and/or in writing with a student or minor, all communications need to go through the classroom teacher and/or the students' parent/guardian. There is never any direct communication allowed with students or minors outside of the normal in-person, school/teaching environment.

Social Media

- Make social media profiles PRIVATE or DEACTIVATED
- Choose an appropriate profile/cover picture and make sure that anything that is public, searchable, or viewable is professional
- No photos/videos of pupils are allowed on a students' social media, even if the profile is private
- No creation of content (e.g., posts, shorts, reels, etc.) is allowed at field sites
- DO NOT engage with students through social media
- It is highly recommended to not connect or engage with any parents or family members of students/minors via social media

Semester Prior to Student Teaching: Application Orientation Meeting

Starting one semester prior to student teaching, Teacher Candidates attend an application orientation meeting and fill out paperwork to apply for their student teaching placements. Student teaching takes place during their final semester of the degree program after the successful completion of all other coursework and program requirements. The application orientation is held toward the beginning of every semester and Teacher Candidates need to attend the semester *prior* to their anticipated student teaching semester. Dates of the application orientation are found on the Office of Field Experience website, in arts education course syllabi, and emailed out in advance by the Director of Field Experience.

Application Process

Teacher Candidates must apply to student teach the semester prior to the planned student teaching semester following the application orientation mentioned above. They receive pertinent information and application packet materials at this orientation. The application consists of the following: application, standards contract, updated professional résumé, evidence of current IVP Fingerprint Clearance, current copy of unofficial transcripts, and a degree-specific coursework checklist completed and signed by the department's academic advisor.

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 application orientation meeting and is available from our website.

Teacher Candidates applicants 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, honors theses, 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 (these exact dates are determined through the University of Arizona Academic Calendar for that year).

Résumé

Teacher Candidate applicants attach an updated copy of their teaching résumés with the application packet. This is an important document that—depending on the placement location and district/school placement requirements—will potentially be viewed by professionals in the College of Fine Arts, school principals, district administrators, Supervising Practitioners, and potential future employers. Professionalism, spelling, punctuation, format, and accuracy are important. It is highly recommended that teacher candidate applicants take advantage of the free resources offered to them through University of Arizona Center for Career Readiness: <https://career.arizona.edu/>, such as resume help, interviewing guidance, career fairs, and job search options.

NES Test

Overview: There is one test required ([Assessment of Professional Knowledge: Secondary](#)) and Teacher Candidates receiving financial aid through the University of Arizona can apply for a fee waiver through the Office of Financial Aid. If a Teacher Candidate fails the exam, they need to wait a minimum of 30 days to study, reschedule, pay, and retake the exam; please note: only one fee waiver per calendar year is allowed through the Office of Financial Aid, so if the test is not passed, the Teacher Candidate is responsible for the retake test fee. This exam should be scheduled to take place during the semester prior to student teaching, although retakes may need to occur during the student teaching semester depending on how many times a student needs to retake the exam. There is a place on the student teaching application to put the test date and the score if the test has already been completed and scored.

A great place to start for information about the certification test requirements in Arizona is found at: <http://www.azed.gov/educator-certification/testing-information/>. Teacher Candidates are expected to take and pass the below required NES Certification Exam the semester prior to student teaching:

NES Test: Assessment of Professional Knowledge (Secondary)

Website: <http://www.aepa.nesinc.com/>

- [Assessment of Professional Knowledge: Secondary](#): 100 multiple-choice questions, 1 case study written assignment, and 1 work product written assignment. Passing score of 220 or higher is needed.
- This test must be passed for Teacher Certification and for your degree (cost: \$145, 3 hours long, and computer-administered at a testing center or through remote online proctoring). There is an optional study guide available for purchase from the NES website. Retakes for failed tests are allowed after a 30-day wait period and a new testing fee.

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

- 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.
- Here is the NES webpage to upload your waiver once you receive it:
<https://reg3.nesinc.com/Contact/CustomerService.aspx?p=AEPA>
- You are only allowed one waiver per year.

AZ/US Constitution Test

Overview – The AZ/US Constitution is a requirement for certification and the degree. Prior to student teaching, teacher candidates have the option to take/pass the appropriate college course that covers the US and the AZ Constitutions or they can test out of the class by studying both constitutions and taking/passing the AEPA test.

To complete the AZ/US Constitution certification requirement, students must do one of the following:

1. Take and pass the [AEPA Exam: Constitutions of the US and AZ](#) (\$75, 2 ½ hours, 100 multiple choice questions); or
2. Take the related college course (i.e., POL 210) and **get it transferred to your UA transcripts** if it is completed at another institution. Please note that if you take a course it must include *both* the US Constitution and AZ Constitution (otherwise, you need to take two courses if they are not combined at the institution or community college).

Placement Process for Student Teaching Site

It is our policy that Teacher Candidates are not placed with their former teachers or in schools where they have worked/attended. There is a place on the Teacher Candidate application for applicants to note where they would like to be placed for their student teaching experience.

Taking into account the students' suggestions, when possible, the students' major professors recommend the student teaching placements for each Teacher Candidate. The Director of Field Experience will work with the arts education professors and the school district administrators to place Teacher Candidates with Supervising Practitioners who are qualified and available. They will make every reasonable effort to accommodate the Teacher Candidate applicants' preferences with whom they want to student teach. The priority, however, is to place Teacher Candidates with the best available Supervising Practitioner, regardless of the school site location and consequent commute for the Teacher Candidate.

The Director of Field Experience seeks approval from all pertinent parties within the district/school. Following that approval, the Director informs the Teacher Candidate applicant of the potential placement and also sends them an Agreement Form (plus any additional district-specific clearance forms) to be completed and signed by the Teacher Candidate applicant, Supervising Practitioner, and school site principal. Upon receiving the email of the potential placement, the applicant needs to do the following:

1. Arrange a time to meet with the potential Supervising Practitioner and observe them teaching a class. Additionally, visit the district and school websites to learn more about the placement site.
2. If the Supervising Practitioner feels the Teacher Candidate would be a good match with their program, then the Teacher Candidate arranges to meet with the school site Principal. No placement is final until the Principal agrees with it. The Agreement Form must be signed by the Teacher Candidate, the Supervising Practitioner, and the Principal.
3. The Teacher Candidate applicant will return these to the Director of Field Experience as soon as possible.

Once the Agreement Form is returned, the placement is finalized, barring any unforeseen circumstances (e.g., Supervising Practitioner leaves position, school no longer approves of the placement, Teacher Candidate defers student teaching semester for academic, personal, or medical reasons; etc.). The Teacher Candidate needs to do the following.

Placement Locations for Student Teaching

Student teaching placements are within Tucson and its surrounding areas/suburbs. Placement sites include K-12 public schools and when appropriate and approved, select charter and private schools. Placements are dictated by legal agreements between the University and the local school districts. Teacher Candidates are regularly placed within the following school districts: Tucson, Vail, Tanque Verde, Sunnyside, Catalina Foothills, Amphitheater, Flowing Wells, Marana, and Sahuarita Unified School Districts. In certain cases, rural areas near Tucson can also be approved with prior authorization.

Professional Development Conferences

At the end of the semester *prior* to student teaching, student teacher applicants attend a mandatory professional development conference with the Director of the Office of Field Experience. This is typically a two-hour training regarding education-related laws Teacher Candidates must follow, professionalism guidelines, and advice to prepare over break for the upcoming student teacher semester. The second Professional Development Conference occurs shortly after the student teaching semester begins and is typically a three-hour training.

During the Break Prior to Student Teaching

During winter or summer break prior to the student teaching semester, the Teacher Candidate is responsible for the following:

- Ensure they know the start date and start time for teachers in the district they are assigned to so that they adjust any travel and work plans accordingly. Teacher Candidates start when their Supervising Practitioner starts school (they do NOT follow the U of A's academic calendar, but rather they follow the school's calendar for the school in which they are assigned to student teach). The Teacher Candidate start date is often well before the U of A starts for the semester.
- Exchange contact information with the Supervising Practitioner (personal and school phone numbers & email addresses) for communication during school breaks.

- Obtain a current school calendar and determine the first day of school for teachers after summer/winter break.
- Obtain a current bell schedule and which classes are taught at which time
- Determine what the contract time is for teachers at the school site; this is the minimum amount of time that the student teacher needs to be at the school each contract day.
- Obtain a faculty/student handbook, school map, faculty ID (if allowed by the district), parking permit (if needed for the school), and the syllabi/textbooks for courses the student teacher will be responsible for teaching.
- If the Teacher Candidate took a summer school class outside of the U of A, they need to transfer that course/grade over to their U of A transcripts immediately.
- Ensure all courses for their degree (with the exception of student teaching credits) are completed and passed by the end of Summer Session 1 for Fall Semester Teacher Candidates and by the end of Fall final exams for Spring Semester Teacher Candidates.
- Communicate with the Director of Field Experiences should there be any issues with attendance, eligibility, coursework, GPA, etc. that would prevent them from student teaching or break any Office of Field Experience policies.
- Check their U of A email every few days during the break and then twice each day when they begin student teaching. Email is the primary method of communication regarding student teaching.
- Ensure they are enrolled in 12 units of Student Teaching for the upcoming semester (e.g., MUS493M or ARE493). They might need to get their academic advisor to enroll them with the proper number of units if they cannot enroll online.
- Make sure they have passed their NES test or if they failed, retake the test during the break. Send the results to the Director of the Office of Field Experience. This test should be completed and passed before they start student teaching.
- Make sure all paperwork and training discussed during the Professional Development Conference is completed. Some of this is done on their own and some require signatures from the Supervising Practitioner (i.e., the Phase-In Schedule and Agreement Form) and the administrator at the school (i.e., Emergency Procedures Form and Agreement Form).
- Obtain some basics clothing options that adhere to the dress code standards found in this Guidebook. The student teaching dress code is professional and modest business casual to business wear that also follows the faculty dress code for the school/district.
 - Examples of clothes that are appropriate for school settings: blouses/dress shirts with sleeves and an undershirt if needed; professional tops with collars and high neck lines; school shirt on “spirit days”; sweaters, shawls, sports coat, business jacket, or cardigans for colder temperatures; slacks, dress pants, trousers, or long skirts; closed-toed shoes.
 - Absolutely no: shorts, short skirts, t-shirts, clothes with holes/rips, visible undergarments, athletic wear, leggings, flip flops, earbuds, hats (unless doing an outside activity), sweats, skin-tight clothes, etc. (sometimes students, other teachers, and parents mistake student teachers for the students in high school or middle school settings).

Professional Preparation Program Standards

Overview of U of A Professional Preparation Program 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 teacher 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 University of Arizona Professional Preparation Programs also include the National Educational Technology Standards created by the International Society for Technology in Education (ISTE NETS·T) and additional requirements and standards specific to our University.

Upon admission to a University of Arizona Professional Preparation Program (PPP), students receive access to all standards and the related referral forms through their orientation trainings, a dedicated course site through Brightspace, and our Office of Field Experience website. These standards are the expectations for all University of Arizona students who are enrolled in teacher preparation classes and degree programs.

Every effort should be made by students to familiarize themselves with these standards and use them as goals while developing as a teacher throughout the program. During the student teaching semester, the Midterm and Final assessment indicators listed in the previous section are used for evaluation of Teacher Candidates and adapted from the InTASC Standards, the National Education Technology Standards, and additional professional expectations required by the University of Arizona Teacher Preparation Programs.

All students in any PPP degrees or classes at the University of Arizona are expected to demonstrate they are adequately prepared to teach children. This preparation results from the combination of successful completion of coursework, adherence to all policies, and display of important professional characteristics teachers should possess. Because the PPP Standards are used throughout the certification programs from admission to graduation, some criteria will be more relevant when students are in fieldwork and some more relevant when students are completing degree coursework.

When a student throughout the program does not meet any one or more of these standards, any U of A professor/supervisor or field-based professional educator may initiate a *Performance Concern Form* to the Director of Field Experience. This referral form allows the program to document issues that might a student's ability to successfully complete the program and enter the teaching field. Students with major concerns or repeat minor performance concerns will be placed on a *Professional Growth Plan*. In severe cases of alleged conduct violations, the Director or site principal may remove a Teacher Candidate immediately from field placement during the investigation of the violation and prior to the initiation of a *Professional Growth Plan* to ensure safety.

Teaching Standards as Assessed on Student Teaching Midterm/Final Evaluation and for use on Referrals/Professional Growth Plans

Learning Environment

- Recognizes Individuality: Embraces, promotes, and demonstrates respect for students' lived experiences, unique social and learning profiles, funds of knowledge, and backgrounds
- Promotes Student Belonging: Teacher intentionally creates an environment that contributes to a strong sense of belonging for every student

- Set-Up: Designs and maintains learning spaces to foster physical safety, accessibility, meaningful student-teacher and student-student interactions, and equitable participation
- Procedures: Establishes and follows equitable norms, procedures, and routines
- Behavior Expectations: Establishes and reinforces clear and positive behavior expectations; uses proactive strategies to cultivate student self-regulation, mutual respect, and responsibility
- Behavior Management: Monitors and responds appropriately to student behavior in a timely, fair, and consistent way that preserves individual dignity
- Respectful Communication: Uses, models, and promotes civil communication, both verbal and non-verbal, that is positive, supportive, and empathetic

Planning and Preparation

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

Instruction and Assessment

- States Expectations: Communicates purpose, learning objectives, and criteria for success at the beginning and throughout the lesson
- Content Accuracy: Provides clear and accurate content aligned to the objectives and/or standards
- Content Flexibility: Demonstrates flexibility and sufficient depth of content knowledge to meet the needs and curiosities of students
- Academic Language: Uses the discipline's academic language and creates opportunities for students to use the academic language in level-appropriate ways
- Clear Instructions: Provides clear instructions verbally, in writing, and through modeling.

- Varied Materials: Uses varied and engaging materials, technologies, aids, models, and representations
- Varied Delivery: Uses a variety of instructional strategies and teacher roles to address students' diverse learning styles and needs (e.g. multilingual-learner support strategies, individual work, student-led learning, cooperative learning, investigation)
- Varied Applications: Designs activities and applications that allow students the choice in how they practice demonstrating their content knowledge in varied, creative/original, and/or authentic ways
- Engagement & Pacing: Maximizes active participation of each learner and paces the lesson to optimize instructional time
- Questioning: Uses varied questioning and discussion strategies that engage all students and serve different purposes
- Formative Assessments: Regularly checks for understanding throughout lessons using varied informal assessment strategies to monitor the learning of each student
- Modifies Teaching: Adjusts instruction based on formative assessment data and student needs
- Summative Assessments: Designs and/or implements summative assessments that are congruent to instruction in content, rigor, and format
- Promotes Self-Assessment: Promotes student self-assessment and supports students in using data to achieve their learning goals
- Feedback: Provides timely, useful, specific, and respectful feedback focused on growth

Professionalism and Growth

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

- Development & Growth: Participates in required professional development opportunities for faculty and seeks additional learning opportunities to develop and refine skills within their own identified areas of growth

University of Arizona Professional Preparation Program Standards for use on Referrals/Professional Growth Plans

Throughout their entire academic program, students enrolled in Professional Preparation Programs are expected to:

- maintain or exceed the minimum grade point average in their respective program
- follow the academic program of study as prescribed by the program advisor
- abide by the professional, behavioral, and academic standards established by the state, university, and school district/clinical site
- abide by Arizona statutes regarding PreK-12 school campuses, including but not limited to laws regarding weapons, drugs, and tobacco (including vaping) on school campuses and parking lots.
- abide by FERPA requirements (if working in a PreK-12 setting) regarding student data and privacy
- abide by HIPAA requirements (if working in a clinical setting)
- 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, PreK-12 students, teachers, administrators, school psychologists, clinicians, field supervisors, clients, families, and community members
- refrain from posting or sharing any minor's images, videos, identifying information, or work on social media without the written permission of the parent/guardian
- have a professional appearance when on a field work campus or at related events
- attend all required courses and field-related events on time and for the entire duration
- in case of emergency or absence, provide timely notification to appropriate personnel
- arrive fully prepared for scheduled classes and field experiences
- look beyond oneself and respect differences of race, ethnicity, language, social class, national allegiance, cultural heritage, religion, 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 with openness and a growth mindset
- question and test assumptions about teaching, learning, and research
- review and utilize relevant materials and resources provided, including those available via the website and program handbooks/guidebooks
- never invite or meet with PreK-12 students/clients outside of field work settings
- do not text, message, email, call, or use social media to communicate with PreK-12 students/clients about any topic that is not directly fieldwork-related (and if school-related communications are necessary, include their parents/guardians)
- check voicemail and University email daily, and respond appropriately within one business day to messages regarding program or field experiences

- maintain organized and up-to-date records/binder of field experience, which may include timecards, lesson plans, phase-in schedule, observation notes, field log, evaluation reports, reflections, etc.
- be proactive in solving issues early through open communication with pertinent personnel
- maintain appropriate separation of personal and professional issues
- inform appropriate University, field supervisor, 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
- promptly disclose to the program director if, at any time during my academic program, I become under investigation for engaging in behavior that, if true, would constitute a violation of University of Arizona policy, unprofessional/immoral conduct, and/or one or more of the criminal offenses as listed in the Arizona State Board of Education Professional Practices for Certificate Holders (pp. 2-4) or the Arizona State Board of Education Immoral and Unprofessional Conduct. (Note: If you are unsure whether you need to make a disclosure, you should contact the Program Coordinator/Program Director. Making a disclosure or failure to self-disclose may, but does not necessarily, result in a denied application or removal from a course, field placement, or program.)

Please note: this is not exclusive list; also included but not listed here are site-specific school/district codes, AZ state laws, and other U of A policies all students must follow

InTASC 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.

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.

International Society for Technology in Education (ISTE) Standards

The National Educational Technology Standards created by the International Society for Technology in Education (ISTE NETS·T) are also used within our arts education degree programs and evaluations. These are from "Section 2: Educators":

Empowered Professional

2.1 Learner

Teachers continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning. Teachers:

- 2.1.a. Set professional learning goals to explore and apply pedagogical approaches made possible by technology and reflect on their effectiveness.
- 2.1.b. Pursue professional interests by creating and actively participating in local and global learning networks.
- 2.1.c. Stay current with research that supports improved student learning outcomes, including findings from the learning sciences.

2.2 Leader

Teachers seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning. Teachers:

- 2.2.a. Shape, advance and accelerate a shared vision for empowered learning with technology by engaging with education stakeholders.
- 2.2.b. Advocate for equitable access to educational technology, digital content and learning opportunities to meet the diverse needs of all students.
- 2.2.c. Model for colleagues the identification, experimentation, evaluation, curation and adoption of new digital resources and tools for learning.

2.3 Citizen

Teachers inspire students to positively contribute and responsibly participate in the digital world. Teachers:

- 2.3.a. Create experiences for learners to make positive, socially responsible contributions and exhibit empathetic behavior online that build relationships and community.
- 2.3.b. Establish a learning culture that promotes curiosity and critical examination of online resources and fosters digital literacy and media fluency.
- 2.3.c. Mentor students in the safe, ethical and legal practice with digital tools and protection of intellectual rights and property.
- 2.3.d. Model and promote management of personal data and digital identity and protect student data privacy.

Learning Catalyst

2.4 Collaborator

Teachers dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems. Teachers:

- 2.4.a. Dedicate planning time to collaborate with colleagues to create authentic learning experiences that leverage technology.
- 2.4.b. Collaborate and co-learn with students to discover and use new digital resources and diagnose and troubleshoot technology issues.
- 2.4.c. Use collaborative tools to expand students' authentic, real-world learning experiences by engaging virtually with experts, teams and students, locally and globally.
- 2.4.d. Demonstrate cultural competency when communicating with students, parents and colleagues and interact with them as collaborators in student learning.

2.5 Designer

Teachers design authentic, learner-driven activities and environments that recognize and accommodate learner variability. Teachers:

- 2.5.a. Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs.
- 2.5.b. Design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning.
- 2.5.c. Explore and apply instructional design principles to create innovative digital learning environments that engage and support learning.

2.6 Facilitator

Teachers facilitate learning with technology to support student achievement of the 2016 ISTE Standards for Students. Teachers:

- 2.6.a. Foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings.
- 2.6.b. Manage the use of technology and student learning strategies in digital platforms, virtual environments, hands-on makerspaces or in the field.
- 2.6.c. Create learning opportunities that challenge students to use a design process and/or computational thinking to innovate and solve problems.
- 2.6.d. Model and nurture creativity and creative expression to communicate ideas, knowledge or connections.

2.7 Analyst

Teachers understand and use data to drive their instruction and support students in achieving their learning goals. Teachers:

- 2.7.a. Provide alternative ways for students to demonstrate competency and reflect on their learning using technology.
- 2.7.b. Use technology to design and implement a variety of formative and summative assessments that accommodate learner needs, provide timely feedback to students and inform instruction.
- 2.7.c. Use assessment data to guide progress and communicate with students, parents and education stakeholders to build student self-direction.

Professional Standards for Teacher Preparation Contract

Students sign and adhere to the standards throughout their program and submit a signed copy of the Professional Standards for Teacher Preparation contract. Should changes to these standards or contract occur, the most current versions are found on our website. At the time of this publication, this is the information found in that contract:

The University of Arizona Professional Preparation Program (U of A PPP) *Professional Standards for Teacher Preparation*

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 professional preparation program, you are expected to meet several professional standards, policies, and requirements.

Academic Standards

The Arizona State Board of Education has adopted the InTASC and ISTE NETS-T standards for teachers. 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. You are required to review these standards:

- [InTASC Standards](#)
- [ISTE Technology Standards](#)

Behavior Standards

You are expected to behave professionally during the program 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 Practices for Certificate Holders](#)
 - [Arizona State Board of Education Immoral and Unprofessional Conduct](#)
 - [Arizona Board of Education Code of Conduct](#)
- The University of Arizona Standards:
 - [Student Code of Conduct](#)
 - [Threatening Behavior Policy](#)
 - [Non-Discrimination and Anti-Harassment Policy](#)
 - [Academic Integrity Policy](#)
 - [U of A PPP Professional Expectations](#)
- Your Assigned 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 and read them prior to starting.

Adherence to Standards

Successful completion of the professional preparation program is dependent upon a student's ability to meet academic and behavior standards. If a student's performance raises concerns about their ability to complete the program, UA program personnel will follow the [Due Process Flow Chart](#) and 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 to be met within a given timeline. Possible consequences for not meeting the expectations in the Professional Growth Plan include:

- Placed on extended PGP and/or probationary status
- Withdraw from course. May be allowed to re-take course in future.
- Fail course (as determined by instructor). May be allowed to re-take course in future.
- Withdraw from program with possibility of readmission to that program. Student must reapply.
- Withdraw from program with no option to be readmitted to that program.
- For Undergraduate Students: Recommendation to College Dean for dismissal from program, with notification to UA Dean of Students.
- For Graduate Students: Recommendation to UA Graduate College for dismissal from program, with notification to College Dean.
- Note: Severe violations may lead directly to consequences listed above in lieu of a Professional Growth Plan.

Policy regarding second placements:

The program will attempt to secure a second placement if deemed appropriate, although there is no guarantee a second placement can be secured. If the student is on a Professional Growth Plan, then the PGP will be shared with the new placement, and that second placement is the final placement.

U of A PPP Professional Standards for Teacher Certification Student Agreement

- I have read the U of A PPP Professional Standards for Teacher Preparation distributed to me in this document and via the online links provided.
- I will obtain and read the school district standards before I begin each new field placement(s).
- I agree to abide by these academic and behavior standards for the duration of my academic program.
- I understand these criteria will be used to evaluate my progress throughout the program, and that failure to successfully meet the standards may result in removal from a course or field placement, failing grade in a course, withdrawal from the degree program with the right to petition for re-admission, or dismissal from the degree program.
- I understand that I have a duty to promptly disclose to the program director if, at any time during my academic program, I become under investigation for engaging in behavior that, if true, would constitute a violation of University of Arizona policy, unprofessional/immoral conduct, and/or one or more of the criminal offenses as listed in the [*Arizona State Board of Education Professional Practices for Certificate Holders*](#) or the [*Arizona State Board of Education Immoral and Unprofessional Conduct*](#).

The University of Arizona Professional Preparation Program (U of A PPP)

Professional Standards for Teacher Preparation

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 professional preparation program, you are expected to meet several professional standards, policies, and requirements.

Academic Standards

The Arizona State Board of Education has adopted the InTASC and ISTE NETS-T standards for teachers. 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. You are required to review these standards:

- [InTASC Standards](#) (pp. 16-47)
- [ISTE Technology Standards](#) (pp. 5-6)

Behavior Standards

You are expected to behave professionally during the program 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 Preparation Program Certification Holders](#) (pp. 2 & 4)
 - [Arizona State Board of Education Professional and Unprofessional Conduct](#)
 - [Arizona State Board of Education Code of Conduct](#)
- The University of Arizona Standards:
 - [Student Code of Conduct](#)
 - [Threatening Behavior Policy](#)
 - [Non-Discrimination and Anti-Harassment Policy](#)
 - [Academic Integrity Policy](#)
 - [U of A PPP Professional Expectations](#)
- Your Assigned 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 and read them prior to starting.

Adherence to Standards

Successful completion of the professional preparation program is dependent upon a student's ability to meet academic and behavior standards. If a student's performance raises concerns about their ability to complete the program, UA program personnel will follow the [Due Process Flow Chart](#) and 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 to be met within a given timeline. Possible consequences for not meeting the expectations in the *Professional Growth Plan* include:

- Placed on extended PGP and/or probationary status
- Withdraw from course. May be allowed to re-take course in future.
- Fail course (as determined by instructor). May be allowed to re-take course in future.
- Withdraw from program with possibility of readmission to that program. Student must reapply.

- Withdraw from program with no option to be readmitted to that program.
 - For Undergraduate Students: Recommendation to College Dean for dismissal from program, with notification to UA Dean of Students.
 - For Graduate Students: Recommendation to UA Graduate College for dismissal from program, with notification to College Dean.
- * Note: Severe violations may lead directly to consequences listed above in lieu of a *Professional Growth Plan*.

Policy regarding second placements:

The program will attempt to secure a second placement if deemed appropriate, although there is no guarantee a second placement can be secured. If the student is on a Professional Growth Plan, then the PGP will be shared with the new placement, and that second placement is the final placement.

U of A PPP Professional Standards for Teacher Certification Student Agreement

- I have read the U of A PPP Professional Standards for Teacher Preparation and agree to abide by the standards in this document and all the online links provided.
- I will obtain and read the school district standards before I begin each new field placement(s).
- I agree to abide by the academic and behavioral standards for the duration of my academic program.
- I understand these criteria will be used to evaluate my progress throughout the program, and that failure to successfully meet the standards may result in removal from a course or field placement, failing grade in a course, withdrawal from the degree program with the right to petition for re-admission, or dismissal from the degree program.
- I understand that I have a duty to promptly disclose to the program director if, at any time during my academic program, I become under investigation for engaging in behavior that, if true, would constitute a violation of University of Arizona policy, unprofessional/immoral conduct, and/or one or more of the criminal offenses as listed in the [Arizona State Board of Education Professional Practices for Certificate Holders](#) (pp. 2-4) or the [Arizona State Board of Education Immoral and Unprofessional Conduct](#).

Printed Student Name: _____

Student Signature: _____

Date: _____



When Issues Arise: Due Process

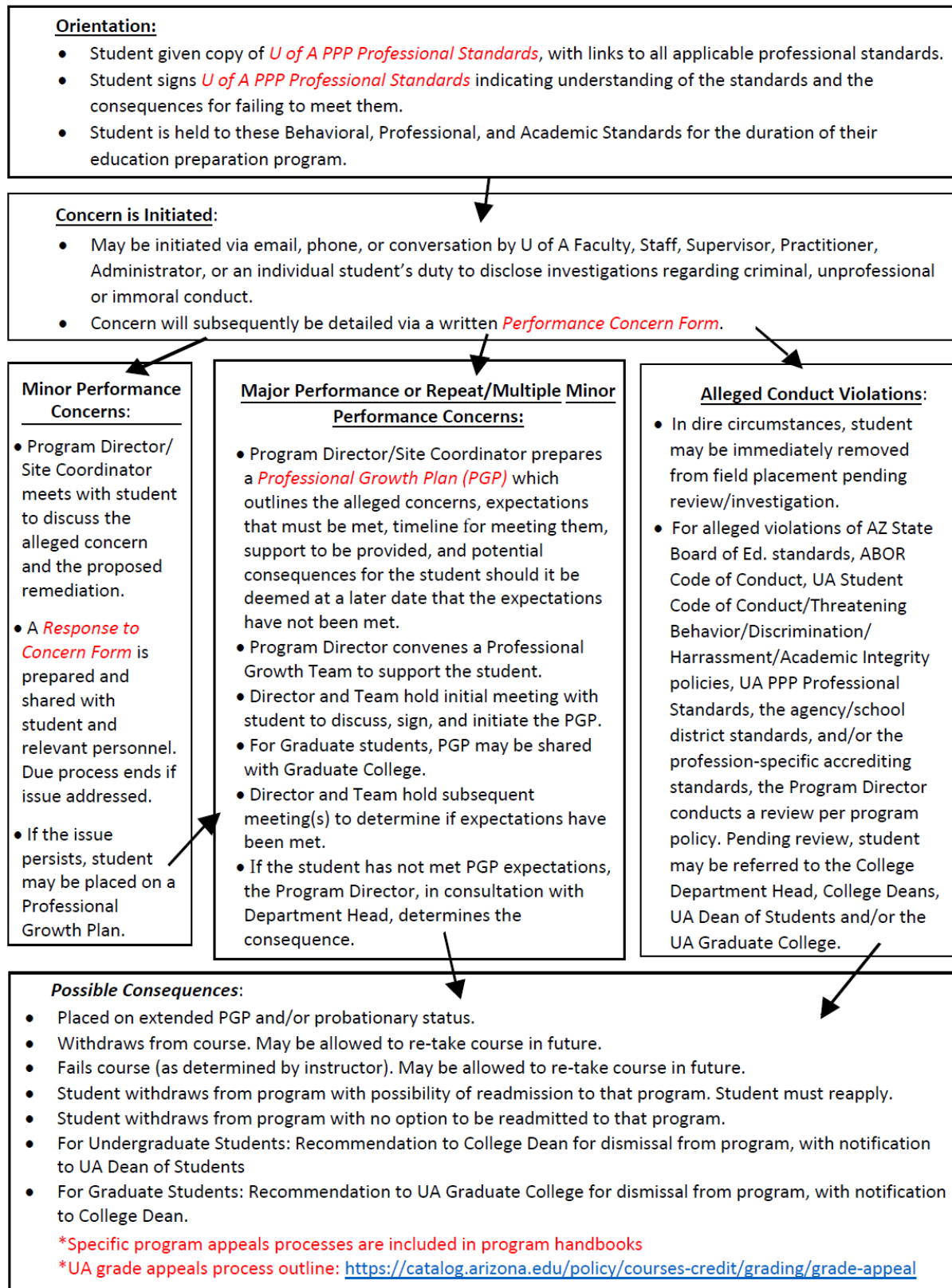
Due Process for Behavioral or Professional Issues

All University Professional Preparation Programs follow the same due process for all students enrolled in teacher preparation degrees and for all Teacher Candidates. The due process lays out the protocol for any standards not met, this includes minor concerns, multiple or repeat minor concerns, major concerns, and more severe alleged conduct violations.

A simple, minor issue can often be solved through a meeting or conversation about the issue, which is documented with a Concern Form and submitted to the Director of the Office of Field Experience. When multiple minor issues or major issues arise, the following steps are to be taken in order:

- I. The University Supervisor, major professor, and the Supervising Practitioner meet to develop a plan for the Teacher Candidate's improvement, called a Professional Growth Plan (PGP).
- II. The University Supervisor presents this improvement plan to the Teacher Candidate. This PGP needs to be signed by the University Supervisor, major professor, Supervising Practitioner, and Teacher Candidate.
- III. The Teacher Candidate implements the PGP, and if the improvement plan is not successful, the University Supervisor, major professor, and/or Supervising Practitioner 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 Teacher Candidate or reassign them to an alternate location for another repeat semester of student teaching. The University Supervisor and major professor then notify the Director of Field Experience of their decision.
- V. The University Supervisor schedules a conference with the Teacher Candidate, major professor, and Director of Field Experience 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 recommend withdrawal from the degree program completely.
- VI. If a second placement is an option, the major professor and University 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 Director of Field Experience. **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 Supervising Practitioner availability. The PGP follows the student to the new placement but depending on the situation, some information from the PGP may not be disclosed to the new Supervising Practitioner if it is not on a need-to-know basis.**

U of A Professional Preparation Programs Due Process Flow Chart



All current forms may be found on our website for download.

Student Teaching Reassignment/Dismissal

Every effort will be made to keep the Teacher Candidate in their current placement through communication and remediation. The University Supervisor, Teacher Candidate, Supervising Practitioner, 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 that the Teacher Candidate cannot overcome, such as extreme personality conflicts, excessive absences, inadequate performance, or insurmountable discipline issues, the University Supervisor and/or Supervising Practitioner may petition for the Teacher Candidate to be reassigned to a different location a repeat semester of student teaching or removed from student teaching completely. To avoid this, the most important mitigating factor is to openly communicate and collaborate with the University Supervisor and Supervising Practitioner to solve issues before they grow into damaging problems that potentially cannot be solved within the timeframe of the student teaching semester.

Alleged Conduct Violation Process

If a student in a professional preparation program is alleged to have violated conduct standards, the process outlined below and in the [Due Process Flow Chart](#) applies. Every student has the right to due process, which includes receiving notice of concerns, having an opportunity to respond, and a fair and timely review before a decision is rendered.

Step 1 - Notification:

The Program Director will contact the student within 48 hours of learning about the alleged violation to schedule a meeting regarding the allegation(s). The purpose of this meeting will be to discuss the disciplinary process, address any questions the student may have, and allow the student to share their perspective on the alleged conduct, should they choose to do so. At this time, the Student may be immediately removed from field placement pending review/investigation.

Step 2 - Investigation:

The Program Director will initiate an investigation within three days of being notified of the alleged violation.

Step 3 – Academic Program Recommendation:

After the investigation is complete, the Program Director, in consultation with the Department Head, will make a recommendation to the Associate Dean of Academic and Student Affairs (“Associate Dean”) regarding the alleged conduct and appropriate disciplinary action on behalf of the Program, if any. The Associate Dean will apply the preponderance of the evidence (more likely than not) standard when determining whether there was a violation of the Professional Standards. Disciplinary action for the alleged conduct could include but is not limited to a probation remediation plan (“PRP”) or removal from the course or Program. If the Associate Dean determines that the evidence was insufficient to find a violation, the Program Director and course instructors will develop a plan for successful completion of courses and where possible, restore the student to their prior field placement or a comparable position.

Step 4 - Appeal:

The student has the right to appeal the Associate Dean's decision (the determination of responsibility and/or sanctions) to the College Dean. To appeal, the student must submit a written request identifying an allowable ground for appeal:

- (1) procedural violation,
- (2) new evidence not available at the time of investigation, or
- (3) conflict of interest in the original investigation/complaint process.

The appeal must also include a response to the decision, including relevant details or context. The appeal must be submitted to the College Dean within 5 days of receiving the Associate Dean's decision.

Factors to be considered during the appeal will include but are not limited to:

- Whether the student was determined to have violated one or more of the following, such that the College of Education, within the University of Arizona, cannot in good faith issue an Institutional Recommendation to the Arizona Department of Education for the issuance of an AZ State Teacher Certification:
 - Arizona State Statute
 - Federal law
 - State of Arizona Standards
 - [*The Arizona State Board of Education Professional Practices for Certificate Holders*](#)
 - [*The Arizona State Board of Education Immoral or Unprofessional Conduct for Certified and Non-Certified Educators*](#)
 - [*Arizona Board of Education Code of Conduct*](#)
 - University of Arizona Standards
 - [*Student Code of Conduct*](#)
 - [*Threatening Behavior Policy*](#)
 - [*Non-Discrimination and Anti-Harassment Policy*](#)
 - [*Academic Integrity Policy*](#)
 - [*U of A PPP Professional Expectations*](#)
 - and/or a District/School/Agency policy
- Whether the violation was egregious, that is, flagrantly exceeding what is considered acceptable behavior for a student in a professional preparation program. (e.g. Is the safety of others a factor if the student remains in the program)
- Whether there is a likelihood that the behavior will continue
- Whether the student has been honest throughout the investigation, based upon the preponderance of evidence
- Whether the student provided any mitigating evidence or context

Appeal Committee

- The College Dean will determine whether the appeal is based on an allowable ground. If it is, the Appeal Committee will conduct a thorough assessment of the alleged student violation. The Program Director will be notified and, in conjunction with the Department Head, will present the investigation findings and rationale for any disciplinary action to the College Dean. The Appeal Committee will review the

student's appeal documentation and the Department Head's investigation and the rationale for any disciplinary action imposed and make a recommendation to the College Dean within seven days.

- The Appeal Committee will include College Faculty and a student representative from the College Advisory Council. (Note: If the student under review is an undergraduate student, the student on the Appeal Committee will be the Graduate Student Representative on the College Council. If the student under review is a graduate student, the student on the committee will be the Undergraduate Student Representative on the College Council. Students will be appointed to the Appeal Committee for a two-year term).

The College Dean will take the recommendation of the Appeal Committee under advisement, render a final decision and notify both the student and the Program Director. This decision is final and not subject to further review.

Program Probationary Status Process

Following the appeal, if the College Dean determines that dismissal is not immediately warranted, the student may be offered a conditional probationary status as an alternative to program dismissal.

Step 1: Notification of Probation Option

The College Dean, or their designee, will notify the student of the decision to offer conditional probationary status.

Step 2: Development of a Probation Plan

The Program Director, Field Experiences Director, and faculty mentor (if applicable), will comprise the Probation Team and develop a written Probation Remediation Plan (PRP) within **five days** of the College Dean's decision to offer probation. The plan must include:

- Nature of the violation and its impact
- Behavioral and academic goals and specific steps to be taken by the student during the probationary phase, including any required training, counseling, or workshops
- Supervision plan
- Timeline with checkpoints for monitoring progress (regular check-in meetings and written progress reports from Student)
- The Probation Team, led by the Program Director, will share it with the College Dean

Step 3: Review of Probation Remediation Plan with Student

The Program Director will meet with the student to review the PRP. Upon receipt, the student has 5 days to sign and return the PRP to the Program Director. Failure to sign the PRP within this time will revoke the offer of probationary status and result in dismissal from the program.

Step 4: Monitoring and Support

Throughout the probation period, the student will:

- Participate in regular check-ins (e.g., biweekly or monthly) with assigned program personnel, per the PRP.
- Submit brief written progress reports or reflective statements, per the PRP.

Step 5: Final Evaluation by Probation Team

At the end of the probation period, the Probation Team will evaluate whether the student has met the terms of the PRP. Based on this evaluation, the team will recommend one of the following to the College Dean:

- Successful completion of probation and full reinstatement in the program
- Extension of probation (if progress is noted but incomplete)
- Program dismissal (if the student fails to meet the terms of the probation plan)

Step 6: Final Decision by College Dean

The College Dean will review the Probation Team's recommendation and make a final determination. This decision is final and not subject to further appeal.

Student Teaching Semester

Student Teaching Semester

Rules and Requirements

- Attend the Professional Development Conference Part II, which is typically scheduled at the beginning of the student teaching semester.
- Teacher Candidates are typically not allowed to substitute teach or attend any college classes during their student teaching semester – exceptions to this must be approved by the Director of Field Experience.
- 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 “Teacher Candidate Guidebook”; edits periodically occur, and the most updated version can be found online on our website.
- Provide up-to-date attendance and observation documentation on a timecard for the semester. The Supervising Practitioner 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 timecard at the final conference. The Teacher Candidate will return the original timecard to the Office of Field Experience at the end of their required 75 days.
- Maintain an organized binder (or electronic version) of all materials, thorough lesson plans, resources, notes, reflections, etc.
- Meet the standards listed in the midterm and final evaluations and in the chapter from this Guidebook entitled, “Professional Preparation Program Standards.”
- Continue to abide by the behavioral, professional, and academic standards.
- Communicate in advance if issues or investigations arise regarding any behavioral, professional, and academic standards
- Write and submit weekly lesson plans using the lesson plan template determined appropriate from your University Supervisor, Major Professor, assigned school site, and/or Supervising Practitioner

Start and End Dates

Teacher Candidates are required to report to their school when their Supervising Practitioner 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 Teacher Candidate’s responsibility to make sure they follow the district calendar where they will be student teaching.

The ending date for student teaching can occur when **all** the following have been met:

- Teacher Candidate attended a *minimum* of 75 full contract days
- It is past the last day of classes per the U of A academic calendar (i.e., Reading Day and beyond)
- The ending date has been discussed and planned with the Supervising Practitioner; it would be unprofessional for the Teacher Candidate to just stop showing up to student teaching after 75 days without a discussion with the Supervising Practitioner

The ending date of student teaching may vary according to school district policies. Although students are encouraged to complete the school district semester, some student teachers will choose to end their student teaching after the official last day of University of Arizona classes for the semester. Student teachers should communicate with their Supervising Practitioners at the beginning of the semester regarding the Teacher Candidate's plan for an end date.

Teacher Candidates assigned to schools on year-round or modified school calendars must develop an individual plan with their Supervising Practitioner and University Supervisor to ensure they will complete a minimum of 75 contract days.

Attendance Requirements

As a general rule, if the Supervising Practitioner is contracted or expected to attend something, the Teacher Candidate needs to attend, as well. Excessive absenteeism is grounds for removal from student teaching.

Teacher Candidates are required to student teach for a minimum of 75 contract days and must have maximum responsibility ("Phase III") for the planning and instruction for a minimum of 20 consecutive school days. The first day for the district's contracted teachers is the first of the teacher candidate's required 75 days. Non-contract days do not count towards the 75-day minimum but can be noted on the timecard in the appropriate column. For example, meeting with the Supervising Practitioner during break to set up the classroom or discuss lesson plans would not count as an official student teaching day.

Teacher Candidates follow the holidays and/or vacation time of the school district in which they are teaching, not the University of Arizona's academic calendar. For example, they would follow the start day and spring break of their school district but *not* the start date and spring break for the University.

Required Daily Hours

Teacher Candidates are required to be at school the same hours required for their Supervising Practitioner; this is referred to as their contract time, typically an 8-hour shift per day with the exact arrival and departure times determined by each school. Any school-related event, meeting, rehearsal, or performance that the Supervising Practitioner performs outside of the normal school day as part of their job duties must be attended by the Teacher Candidate, as well (e.g., concerts, musical theater productions, marching band competitions, student art shows, rehearsals, art club, etc.). Any adjustments to this must be approved by the Director of Field Experience, University Supervisor, and Supervising Practitioner.

When the Supervising Practitioner leaves for the day, the Teacher Candidate needs to, as well! The Teacher Candidate is not allowed to meet with or tutor students without the Supervising Practitioner present in the classroom.

Teacher Candidates are expected to be there only when the Supervising Practitioner is, so they should not be showing up late or leaving early from their assigned site.

Absences

Teacher Candidates 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 Teacher Candidate needs to notify the Supervising Practitioner, major

professor who teaches their seminar, and University Supervisor as early as possible before the absence or tardy. It is never acceptable to be absent or late without informing these individuals *prior* to the start of the school day. All efforts should be made to avoid scheduling vacations, time off, auditions, interviews, and appointments during student teaching time.

Excessive absences and tardiness may be cause for removal of a teacher candidate from their student teaching assignment. Days may be added at the end of or after the semester to account for missed days.

What Counts as an “Official Day”?

COUNTED AS STUDENT TEACHING DAYS (Teacher spends the whole day at school or at required trainings; contracted weekdays only)	NOT COUNTED AS STUDENT TEACHING DAYS (Teacher may be doing teacher-related work, but these days are not counted)
Days students/teachers must attend school	Labor Day
In-service Days	Fall break for school district
Grading Days	Veteran’s Day
Parent/Teacher Conference Days	Thanksgiving Holiday/Break
Early Release Days (for students)	Martin Luther King/Civil Rights Day
Student Teacher Professional Development Conference (Teacher Candidates report to U of A Campus in the late afternoon, which may require them to leave before the end of the school day.)	Rodeo Days
UA Education Career Fair (In spring only, Teacher Candidates report to U of A Campus in the afternoon which may require them to leave early from their school site.)	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)
Weekday festivals, competitions, and field trips attended with students	Weekend activities (including conferences, festivals, parades, and competitions)
Professional Development days required by the district for the Supervising Practitioner.	Professional development conferences which are not required by the district

Timecard

Each Teacher Candidate receives one timecard for the entire student teaching semester. This card documents their daily attendance and participation in seminars/conferences. The Teacher Candidate records daily attendance on the front side of the timecard each day. The Supervising Practitioner initials the front each week as verification of its accuracy, and the University Supervisor checks the front for accuracy each observation. On the back side of the timecard, the University Supervisor documents their observations, the major professor documents attendance at seminars and the final grade, and the Director of Field Experience documents conference attendance. A sample timecard can be found at the end of this Guidebook and a replacement can be found on the Office of Field Experiences website.

Instructions for filling out the timecard:

- 1) Use blue ink when filling out the timecard.
- 2) Write the date in the box for each day you are present (e.g., 08/16 or Aug 16). 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 appropriate 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 Supervising Practitioner 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 documentation of days present is required for teacher certification. At the end of the semester, the student teacher signs the back of the timecard, verifying its accuracy. The Teacher Candidate submits the original timecard to the Office of Field Experience for processing of grades and Institutional Recommendations for teacher certification.

Dress Code

Teacher Candidates must adhere to the following dress code standards. If funds are tight, it is highly recommended that students purchase some business clothes via thrift shops or secondhand options, the U of A campus closet, or borrowing from friends/family. The student teaching dress code is **professional and modest business casual to business wear** that also follows the faculty dress code for the assigned school/district.

APPROPRIATE: Modest and Professional Business Wear	NOT ALLOWED: Too informal for teaching in school settings and meeting with parents/admin
blouses/dress shirts with sleeves and an undershirt if needed, school shirt on “spirit days,” sweaters, shawls, sports coats, business jackets, cardigans	t-shirts, clothes with holes/rips, visible undergarments, athletic wear, skin-tight clothes, hoodies, see-through fabric

slacks, dress pants, trousers, long skirts	shorts, short skirts, leggings, sweatpants, athletic shorts
closed-toed shoes (choose shoes based on safety and physical comfort for standing all day over choosing shoes based on fashion)	flip flops, earbuds, hats (unless doing an outside activity), visible inappropriate tattoos

Typically, Teacher Candidates should dress a step above what they see other teachers at the school wearing. We expect the Teacher Candidates to dress in a way that visually demonstrates authority and confidence. There is research that shows a link between how one dresses and how they are treated and viewed; we want Teacher Candidates to use that psychological research to their advantage! Depending on the Teacher Candidate's age and appearance, they can sometimes be mistaken for middle or high school students by other teachers, students, and parents because they are new to the school site and sometimes younger looking; dressing up helps minimize this.

Lesson Plans

Each week, the Teacher Candidate will write and submit all lesson plans for the following week that they are responsible for teaching to the Major Professor and assigned University Supervisor. Lesson plans will be created in collaboration with the Supervising Practitioner, following their guidance and feedback, but the responsibility of writing and submitting the lesson plans falls on the Teacher Candidate. Since some school sites and administrators require lesson plans to be written in a specific format, the Teacher Candidate is to use whichever lesson plan template is required by the school, district, and/or program.

In addition to submitting weekly lesson plans for the upcoming week to the major professor and University Supervisor, the Teacher Candidate needs to send the University Supervisor and Supervising Practitioner a detailed and updated lesson plan for any planned observations; these need to be emailed 24 hours in advance of the planned observation. Sometimes, the University Supervisor will request that a printed version for use/review during the observation.

Teaching Portfolio

Each Teacher Candidate compiles material developed throughout their degree program and student teaching semester to create a professional Teaching Portfolio. This portfolio becomes an important tool for applying and interviewing for future jobs. The portfolio requirements and formatting are discussed during the student teaching seminars that occur throughout the student teaching semester with the major professors. The Teaching Portfolio is reviewed and evaluated by the major professors. This serves as a benchmark assignment required for students to pass student teaching. This is a required element of program approval through the Arizona Department of Education.

Emergency Response Procedures

It is important in an emergency situation (e.g., hard lockdown, soft lockdown, fire drill, evacuation, active shooter warning, etc.), the Teacher Candidate is informed and trained in the school site's emergency procedures by the first day of the student teaching semester. Prior to starting at their assigned site, Teacher Candidates 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 or emergency binders are kept. The Teacher Candidate and principal sign the "Cooperating Site Emergency Response Procedure" form and submit it to the Office of Field Experience prior to starting field experiences.

If assigned to multiple school sites, the emergency procedures for *each* school must be reviewed by the Teacher Candidate.

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.

Advice for Adjusting to New Environments

- Be eager, grateful, positive, humble, and curious to mentor, colleagues, and students
- Dress the part: Professional, Business wear. A more professional look will subconsciously bring more of a feeling of authority and confidence
- Learn all students' names and some aspects of their personalities and lives. Connect with them early on so that teaching takeover is easier with regards to classroom management and making lessons that connect to their lives
- Immerse yourself in what is working for the Supervising Practitioner, and then as you get more acclimated to the environment, adapt those practices and start to develop your own teaching style

What to Expect from the Supervising Practitioner

- Supervision, professional guidance, and regular daily feedback (open and honest)
- Shared co-teaching responsibilities
- They won't "save" the Teacher Candidate at every struggle. Expect them to allow the Teacher Candidate to "fail" so they can grow and learn from it
- Provide realistic access to a classroom full of students to gain practice teaching in the profession
- Some interventions will occur while the Teacher Candidate is teaching; it is important to remember that it was their program before you, the students and their learning are still their professional responsibility, and it will be their program after you leave. The Supervising Practitioners are still the ones "in charge" in the classroom even as they guide Teacher Candidates

Substitute Teacher Policy

Background: Substitute teaching while student teaching used to be forbidden during the student teaching semester so that there would always be a certified adult in the room with the student teacher. However, in the last few years, changes have led to a softening on this stance for the following reasons:

- 1) ADE allows for subs to have a high school diploma, which means a bachelors degree is no longer required for a sub certificate.

- 2) The Teacher Candidate has to be in the room and is expected to do the teaching anyway when the Supervising Practitioner is absent, so at least the Teacher Candidate has the opportunity to be paid as a sub for that time.
- 3) There is a massive sub shortage in the state, so principals were asking if we could allow Teacher Candidates to substitute so that their classes didn't have to get divided amongst other classes in the school that day for coverage.

Policy:

Getting a sub certificate is optional. It currently costs \$60 through the AZ Department of Education. Substitute teaching for even one day covers more than the cost of that certificate. If a Teacher Candidate decides they would like the option of being a paid sub when the Supervising Practitioner is absent, these steps need to be followed:

1. Check first with the principal at the assigned school site(s) to make sure they approve of the Teacher Candidate subbing at their site. The Principal must agree to the following:
 - a. the Teacher Candidate may not be hired as a long-term sub
 - b. the Teacher Candidate may only sub for the Supervising Practitioner's assigned classes on a short-term basis
 - c. the Teacher Candidate may only sub when the Supervising Practitioner is absent (not if they are pulled to cover as a sub for another classroom)
 - d. neither the Teacher Candidate nor the Supervising Practitioner can be taken away from their assigned classes to sub for other teachers/classes in the school, unless it is during a planning period
2. Go to the district's Human Resources office to make sure they would qualify as a sub in that district
3. Apply and pay for a sub certificate through the AZ Department of Education's online portal. This needs to be in place prior to subbing. It is up to the Teacher Candidate to find out and make sure that the district's human resources and site principal have the necessary materials to hire you as a sub.
4. Apply to be a sub in the district and inform the principal and Supervising Practitioner that you are available to sub in case of an absence.

Grading

Grading is officially done by the instructor of record for the University Student Teaching Seminar class. The grade takes into account performance evaluations from the University Supervisor. Teacher Candidates 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 the University's grade point averages. To receive a passing grade, the Teacher Candidate 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 University Supervisor and Supervising Practitioner: occurs approximately eight weeks into the student teaching semester
- Final Evaluation from University Supervisor and Supervising Practitioner: occurs near the end of the student teaching semester. There may be no scores of “1” and very few scores of “2” on the Final.
- Teaching Portfolio: requirements are discussed in the student teaching seminars and this must be passed.
- Follow district, University, and AZ state standards of behavior and professionalism

Teacher Candidates, who, in the judgment of the University Supervisor and major professor—with feedback from the Supervising Practitioner—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 will be referred to their 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 timecard, final version of the phase-in schedule, midterm evaluation, and final evaluation.

Supervising Practitioner Information

Supervising Practitioner Information

Selection Process

The selection process for Supervising Practitioners (note: this is how the state of Arizona labels what we have previously called “mentor teachers” or “cooperating teachers”) is a collaboration between the University, field teachers, site principals, and school district administrators. The Director of the Office of Field Experience is responsible for the process of placing students in school sites for their student teaching semester. Certain school districts or schools have specific procedures in place regarding hosting a Teacher Candidate. Sometimes the initial recommendations come from the student and sometimes from University faculty. Our priority is to find a qualified Supervising Practitioner and arts program that support the specific strengths and needs of the student.

Qualifications to Be a Supervising Practitioner

- Employed as an Arizona teacher and certified in the content area (music or art)
- Taught a minimum of three full-time years in the designated content area
- Interested in mentoring Teacher Candidates who plan to enter the profession
- Approved to be a Supervising Practitioner by the school district, site principal, and any additional required administration personnel
- Completed any necessary requirements through their district in order to qualify (some districts requirement extra classes/professional development prior to approving teachers to be mentors)
- Established a relationship with the music/art education professors at The University of Arizona, so they can come out and observe their program and perhaps start to send education students to observe and earn practicum experience in their classroom
- Capable of working as an effective team member with the University Supervisors and the U of A College of Fine Arts for the benefit and evaluation of Teacher Candidates
- Can commit to spending time each day with the assigned Teacher Candidate for a semester to guide them through self-reflection, lesson planning, teaching techniques, teaching philosophies, material creation, classroom management, and assessment
- Willing to allow Teacher Candidate access to your classroom, students, and program as they learn how to be an effective teacher under your guidance
- Able to communicate their knowledge of teaching and learning

Roles and Responsibilities

- Review all portions of this “Teacher Candidate Guidebook” and seek clarification from the Director of Field Experiences when needed
- Acquaint the Teacher Candidate with the school, staff, students, teachers, and community
- Initial the Teacher Candidate’s timecard at the end of each week to verify days present/absent.
- Create an atmosphere of acceptance of the Teacher Candidate with students, parents, faculty, and the school community
- Orient the Teacher Candidate to the school policies, regulations and practices, and classroom rules, organization and management
- Review School Faculty Handbook and School Student Handbook with the Teacher Candidate

- Provide a desk or workplace, necessary instructional materials, resources, supplies, and equipment, as appropriate
- Guide lesson planning and material development
- Explain goals and objectives in relation to curriculum scope and sequence
- Demonstrate how you use student data to inform lesson planning
- Model assessment of student performance through appropriate diagnostic testing, record keeping, and grading
- Even if the Supervising Practitioner no longer writes detailed lesson plans, they should mentor the Teacher Candidate through the process of lesson planning for the grade levels and abilities you teach, using the district, school, or university's lesson plan template
- Allow for the opportunity for the Teacher Candidate to brainstorm and write unit-planning and sequenced lesson plans with your guidance
- Create a space on the wall/projector/whiteboard for the Teacher Candidate to write the day's objectives/agenda for each class
- Acquaint the Teacher Candidate with routine tasks and activities, including administrative tasks, budgeting, and "paperwork" required of teachers within your program
- Provide daily support and feedback with plenty of opportunities for the Teacher Candidate to ask questions
- Arrange a common time for the Teacher Candidate's midterm and final evaluation conference
- Provide access to IEPs and 504s to Teacher Candidates per the field placement agreements in place with each district (see "Field Placement Agreement" found in this Guidebook)
- Afford opportunities for observation and participation in experiences beyond the immediate classroom
- Promote the Teacher Candidate's professional growth
- Allow for opportunities for communication between the Teacher Candidate and parents/families
- Provide opportunities for Teacher Candidate to work with English Language Learners and students with special needs
- Share resources that the Teacher Candidate can use in their own future classroom
- Read the section on "Phase-In Schedule" and thoughtfully plan out the semester in advance. Figure out in advance what the student teacher's "Maximum Responsibility" will be, when it should occur, and what the end date for student teaching will be (see section on End Dates). Notice that in Phase IV, the teaching duties are slowly transferred back to the Supervising Practitioner.

Effective Mentoring

- Try to think of the Teacher Candidate as your co-teacher and future colleague, and promote that view with students and parents
- Communicate with the Teacher Candidate daily and work to build a trusting relationship with them
- Provide a space within the classroom or office for the Teacher Candidate to use as their own space for planning and storage of their stuff (e.g., a desk, table, or cabinet).
- Allow the Teacher Candidate to teach differently from you and develop their own lessons and methods under your guidance
- Model, support, and provide resources and regular feedback rather than the "Sink-or-Swim" approach (e.g., leaving them alone or without feedback to learn to teach on their own)

- When concerns arise, share them openly and encourage the Teacher Candidate to reflect and analyze situations rather than immediately providing a solution to try
- Continuously evaluate personal effectiveness as a teacher and strive for self-improvement
- Demonstrate a positive and enthusiastic attitude toward students, the teaching profession, and working with the next generation of arts educators
- Know when to interrupt the Teacher Candidate during their teaching and know when to remain quiet. Sometimes it is much more beneficial to their learning if the Teacher Candidate can struggle a bit or try to “course correct” when they are allowed just a bit more time to think on their feet before you intervene

Regular Feedback

Consistent, growth-oriented, and effective feedback from the Supervising Practitioner is essential for the Teacher Candidate’s growth as an educator. Please provide suggestions, praise, ideas, and strategies to assist throughout their experience. The time and location for feedback should be consistent and planned in advance, if possible (e.g., last 20 minutes of the contract day). The setting should be informal and in a location where few interruptions are likely to occur.

Discussions should be characterized by a free exchange of ideas and brainstorming appropriate solutions to methodological, discipline, or curriculum problems. The best support can sometimes come from carefully crafted open-ended questions and lots of listening.

One goal during feedback conversations is for the Teacher Candidate to become increasingly self-directive and self-evaluative; open-ended questions allow for the Teacher Candidate to “talk through” issues, concerns, ideas, and solutions.

When the Teacher Candidate is “stuck,” Supervising Practitioners should encourage them to try an idea or offer their own suggestions/anecdotes. Teacher Candidates learn more through trial and error that you guide them through, but they appreciate the time dedicated to show them instructional materials, bulletin board ideas, curriculum guides, diagnostic and assessment instruments, and the modeling of effective instructional and classroom management strategies.

Feedback conversations are a great time to balance discussion of strengths and areas for improvement. Please make sure that the Teacher Candidate also knows what they are doing well and how to leverage their strengths as they work on the more challenging aspects of the position.

Daily Conferences

Please make an effort each day to briefly meet with the Teacher Candidate 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 need to vary from day to day. These do not need to be lengthy but should be consistently done each day.

Weekly Conferences

These conferences may be used for long-term planning, cooperative evaluation of the Teacher Candidates competence and growth, analysis of the classroom teacher’s instructional and classroom management procedures, and development of in-depth understanding of 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 you both may have overlooked in the moment. It is recommended that videos are used to evaluate not only the Teacher Candidate (teaching style, mannerisms, movement around the classroom, clarity when speaking, etc.) but also the students' engagement and behavior (classroom management effectiveness, students on task, reactions to activities, etc.). Always observe safety concerning students' images and identities, and never publicly post or share these videos.

E-Mail and Text

The use of texting and e-mail for some communications is perfectly appropriate. Please ensure, however, that face-to-face conferences are also a component of the feedback process.

Written Comments/Formal Evaluations

For the midterm and final evaluations, the Supervising Practitioner will evaluate and write comments based on the Teacher Candidate's performance and progress. These comments will then be shared and discussed with the University Supervisor, as they complete the evaluation form. The Supervising Practitioner's feedback and comments are a valuable element of the evaluation process because they witness the Teacher Candidate's performance and progress each day.

Conferences with the University Supervisor

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 and a successful collaboration with the Supervising Practitioner and their school. Frequent and open two-way communication is imperative to a successful learning experience for the Teacher Candidate.

Throughout the semester, the University Supervisor visits the classroom to observe the Teacher Candidate. The University Supervisor will typically observe them seven times throughout the semester. There is a minimum of two times throughout the semester when the University Supervisor will need to meet with the Supervising Practitioner after an observation: the midterm conference and the final conference. The University supervisor will also seek your feedback when evaluating the student teacher for the midterm and final evaluations.

Compensation for Mentor Teachers

The Arizona Board of Regents and The University of Arizona Provost have ruled that a Supervising Practitioner be compensated with a stipend in the amount of \$500.00 for mentoring a Teacher Candidate full-time for one academic semester. Supervising Practitioners are required to fill out a compensation card via an emailed form at the beginning of the semester. Incomplete or incorrect information will delay the compensation process.

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 or immediately following the student teaching semester.
- If a Teacher Candidate shares more than one Supervising Practitioner (e.g., they student teacher part time with two mentor teachers), each Supervising Practitioner receives a portion of the stipend divided proportionally to the amount of time each works with the Teacher Candidate.

For example, if a Teacher Candidate is split evenly between two Supervising Practitioners, the compensation would be divided equally among the two teachers: \$250 per person.

- Those 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 business offices, as no faxed or scanned copies are allowed
- Cash stipends are reported as taxable income to the IRS

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. Supervising Practitioners 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 and are available upon request.

FIELD PLACEMENT AGREEMENT

Purpose

The purpose of this Agreement is to establish a relationship between the Local Education Agency and University to enable an educational experience for the University's students at Local Education 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 the date of last signature below and will be automatically renewed and extended each year thereafter, 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 Local Education 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 Local Education Agency who hold valid credentials issued by the applicable state 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 Local Education Agency will agree on schedules for Student Practitioners performing services with Local Education Agency.
2. Neither University nor Local Education Agency is obligated to provide transportation to any Student Practitioner to or from Local Education Agency.
3. Representatives of University and Local Education 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. Local Education 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 Local Education 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 Local Education Agency for purposes of this Agreement.

Local Education Agency Obligations

1. Local Education Agency shall retain ultimate control and authority over all on-site aspects of educational services relating to its students, including training of Student Practitioners. Local Education 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. Local Education Agency will provide Student Practitioners with at least the same safety instruction it provides to its regular employees working under similar conditions. Local Education 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. Local Education 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. Local Education Agency shall grant Student Practitioners access to Local Education Agency student records, under the supervision of Local Education 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. Local Education Agency shall provide adequate supervision and shall hire a certified/qualified substitute supervisor in the event that the employee serving as the Supervising Practitioner is unavailable, for Student Practitioners who are not employees, unless there are extenuating circumstances.
5. Local Education Agency may hire Student Practitioner during a session of student practice only if the Student Practitioner holds a valid state certification appropriate to the hired position.
6. Local Education Agency agrees that Local Education 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. Local Education Agency acknowledges that Student Practitioners' educational records are protected by FERPA. Accordingly, Local Education 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 Local Education 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 Local Education Agency. Local Education Agency shall provide all applicable written policies, regulations and directives to Student Practitioner and to University. Local Education 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 Local Education Agency's policies, regulations and/or directives.

Refusal or Dismissal of Student Practitioner

1. Local Education 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 Local Education 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 Local Education 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 Local Education 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 Local Education 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 Local Education 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, Local Education 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 Local Education 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 Local Education Agency's employees and agents. University students are not deemed to be employees of Local Education Agency by virtue of this Agreement.

4. If the University Student is employed and insured by Local Education Agency, any claim, loss, injury, or liability arising out of or relating to the Student's employment, work, services, or activities performed on behalf of Local Education Agency, Local Education Agency's insurance coverage shall be primary and non-contributory. Any insurance maintained by the University shall apply only on an excess and secondary basis and shall not contribute with Local Education Agency's insurance unless and until the limits of Local Education Agency's applicable insurance have been exhausted.

5. 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.

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

7. 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.

8. The performance of both Parties may be dependent upon the appropriation of funds by each Party's governing, legislative authority. In the event either applicable Party's 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.

9. Notices to University:
Director, Office of Research Contracts
University of Arizona
845 North Park Avenue, Room 538
Tucson AZ 85721
contracting@arizona.edu

10. 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.

11. 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.

12. The laws of the State of Arizona govern this Agreement without effect to its conflict of law rules. Any disputes arising under or relating to this Agreement will be brought and resolved in a Superior Court of the State of Arizona.

13. 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.

14. 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.

University Supervisor Information

University Supervisor Information

Qualifications

University supervisors through the College of Fine Arts are experts in arts education and work along with major professors, Teacher Candidates, and Supervising Practitioners to form a valuable support system to ensure a successful student teaching experience.

University Supervisors may include College of Fine Arts faculty members, retired arts teachers, graduate students with education experience pursuing masters degrees or doctorates in arts education, and retired arts education college faculty members.

Description of Supervisor Position

The University Supervisor is the “link” between the school site and the University, primarily tasked with observing, coaching, and evaluating the performance of their assigned Teacher Candidates. Throughout the student teaching semester, University Supervisors use a variety of strategies, assessments, and coaching methods to: (1) ensure an open line of communication with the Teacher Candidate and Supervising Practitioner; (2) nurture a supportive and informative relationship with the Teacher Candidate; and (3) assist in the development of the Teacher Candidate’s teaching and professional growth.

In addition to weekly contact with the Teacher Candidate, University Supervisors observe the classroom a minimum of seven times throughout the semester to evaluate the Teacher Candidate’s progress in all areas of teaching (planning, collaboration, classroom management, lesson delivery, interactions with students, assessment, materials, etc.). The University Supervisor combines classroom observations, weekly contact, formal midterm/final evaluations, and conferences to assess and document improvement.

University Supervisors regularly communicate and /or collaborate with the Supervising Practitioner, Teacher Candidate, and major professor. We are all on the same team and the Supervisor is the vital link between all the parties!

Effective Educational Coaching Tips

- Be open to different ways of teaching the arts and different ideas of what constitutes essential content knowledge within the art form
- Start feedback sessions with questions and wait for them to share their perspectives
- Use observation data to guide post-conference feedback talks
- Listen more and talk less; use encouraging words
- See if you can guide Teacher Candidates toward discovering conclusions/changes through self-reflection
- Set time consistently (daily or weekly) to discuss important issues of teaching
- Help new teachers develop their own authentic teaching styles/personalities
- Balance praise of strengths with discussions focused on improvements needed
- Work early on to build mutual trust and open communication with the major professor, Teacher Candidate, and the Supervising Practitioner
- Create a positive rapport with that fosters growth

Professional Development Conferences and Student Teacher Seminars

There are meetings that occur for all Teacher Candidates starting the semester prior to student teaching and continuing regularly throughout the student teaching semester. Teacher Candidates attend professional development conferences with the Director of Field Experience and attend student teaching seminars throughout the student teaching semester with their major professor. These seminars and conferences are conducted through 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 timecard and initialed by the appropriate individual. These seminars, workshops, and conferences set the roles, responsibilities, and expectations of the student teaching partnership. University Supervisors do not attend these meetings but should be aware they exist and require student teacher time and commitment. It might be helpful to know the additional components and support from the University before and during the student teaching semester. Teacher Candidates additionally may be assigned to attend other professional development workshops and events assigned by the major professor, Supervising Practitioner, or school administrators.

First Contact Before the Semester

Before the student teaching semester begins, University Supervisors receive information for all their assigned Teacher Candidates, school sites, and Supervising Practitioners. Before the student teaching semester begins, University Supervisors reach out to team they are supervising to introduce themselves and arrange for their Initial Visit shortly after the semester starts. Please remember that many districts have different start dates and academic calendars. We always follow the school site calendar, not the U of A academic calendar.

Initial Visit to the Classroom

The initial visit is scheduled by the University Supervisor at the beginning of the semester and is typically only around 20 minutes. This visit serves as the first opportunity for the University Supervisor to learn the procedures of the school site for visitor check-in/check-out, meet the office staff and principal (if desired), get to know the Teacher Candidate and Supervising Practitioner better, gain a slightly deeper understanding of the student population and arts program at the school site, and visit the classroom while students are engaged in a lesson. If possible, the University Supervisor should be introduced to the students so that in future observations, they have already seen the University Supervisor.

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 gather pertinent information, as needed, such as a campus map, bell/teaching schedules, and school calendar/hours, important dates, etc.

At this initial visit, the University Supervisor checks in with the Teacher Candidate and Supervising Practitioner about how things are going so far. University Supervisors look at the draft of the Phase-In Schedule and verify its completeness and accuracy.

University Supervisors date and initial the back of the Teacher Candidate timecard and check the front side for accuracy, reminding Teacher Candidates to keep up to date with the timecard and reminding Supervising Practitioners to initial the front each week as verification of that week's attendance accuracy.

Before leaving, the team should arrange for the next observation. For the next observation, the Teacher Candidate should demonstrate teaching some (or all) of a lesson and provide a lesson plan 24 hours in advance of the observation.

Weekly Contact with Teacher Candidates

Throughout the semester, University Supervisors are required to have weekly contact with their assigned teacher candidates. They will have some sort of weekly contact with each Teacher Candidate to check in; it is also recommended to regularly check in with the Supervising Practitioner, but this does not have to be weekly if not necessary. The weekly contact with the Teacher Candidate can take the form that works best for the University Supervisor and Teacher Candidate, such as journal questions/answers, reflections, a phone call, an online video call, sharing video snippets of teaching, etc. Each contact allows the University 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. University Supervisors determine which method or combination of methods are appropriate for each Teacher Candidate based on their performance and needs. The content of these weekly contacts should be tailored to the unique needs, strengths, and/or situations for each individual teacher candidate.

Lesson Plans

The Teacher Candidate needs to email the University Supervisor their lesson plans for the upcoming week as part of these weekly check-ins. Supervisors should view these and provide commentary on the lesson planning process, as needed in the following weekly check in or during the next observation.

Observations and Coaching

Throughout the semester, the University Supervisor visits, observes, and coaches the Teacher Candidate a minimum of seven times. If a Teacher Candidate needs additional guidance and coaching, more observations are scheduled, as needed, to support their growth. These additional observations can also be accommodated through videos or Online-observations.

Lesson plans are to be provided by the teacher candidate for each observation 24 hours in advance. During observations, the University Supervisor should utilize the provided Observation Form, as it is aligned with the four categories assessed in the midterm and final. 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 Supervisor should provide a written summary to the Teacher Candidate and Supervising Practitioner.

At each observation and visit, check the accuracy of the Teacher Candidate's timecard and initial/date the back side of the card each visit.

See the chapter about Observations and Midterm/Final Evaluations in this Guidebook for complete information about these observations and scheduling.

Timecard

Supervisors date and initial the back of the Teacher Candidate's timecard 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 University Supervisor visits the school, they need to check the front of the timecard for accuracy of attendance. The Teacher Candidate is required to fill out the timecard each day and the Supervising Practitioner initials it at the end of each week as verification of the Teacher Candidate's attendance. University Supervisors need to ensure this is being done correctly each visit.

Mileage Reimbursement

Via email, University Supervisors submit their completed mileage forms twice during semester with the forms found on our website: <https://portal.arts.arizona.edu/student/office-of-field-experience/>. Typically, the two mileage reimbursement deadlines occur in the middle of the semester around midterms and on the last day of U of A classes, as no reimbursements can be issued after 60 days from the travel date.

For current employees: 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, University 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@arizona.edu), the College of Fine Arts business office processes them and then sends directions for the reimbursement authorization.

Travel Authorization for Current U of A Employees/GTAs

The University requires that those who are already employed by the University in some capacity need to be authorized by the University for travel prior to driving to any school sites, 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:

- 1) Reach out to the College of Fine Arts business office and request the "Departmental Authorization for Use of Personal Vehicle on University of Arizona Business" form.
- 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>.

Concerns and Professional Growth Plans

Many issues can be solved through consistent contact with the Teacher Candidate and careful guidance from the University Supervisor, major professors and Supervising Practitioner. Open communication and collaboration between all them are essential to solve issues before they grow into damaging problems. All parties should work together to intervene when necessary and resolve most issues as early as possible.

When observations, coaching, collaborations, conversations with the Supervising Practitioner, and/or formal midterm/final evaluations reveal a concern regarding the Teacher Candidate's ability and progress and thrive, there is an established protocol to follow, known as our Due Process. It is imperative that the University 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 simple remediation, the Due Process steps are taken in order until the matter is resolved; this procedure aligns with all U of A Professional Preparation Programs across campus. Professional Growth Plans should be implemented if there are repeat or multiple minor concerns, major performance concerns, or excessive 1's on the Midterm evaluation.

See the **Due Process** chapter found earlier in this Guidebook. All updated Due Process forms can be found on our website.

Support

When there are issues that need support beyond what the University Supervisor and Supervising Practitioner can provide, the major professor and Director of Field Experience serve as the next points of contact for assistance. Additionally, any members of the arts education faculty are willing to assist with any issues relating to their area of expertise. We are all on the same team to help Teacher Candidates be successful as future arts educators!

Paperwork Required for Supervisors

University Supervisors who wish to be compensated for mileage from the U of A 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 other student teaching items due only at the end of the semester. Right after the last day of U of A classes—on "Reading Day"—University Supervisors need to email the Director of Field Experience the following digital copies for each Teacher Candidate supervised that semester:

- **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** 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 University Supervisor's summation of the Teacher Candidate's performance. University Supervisors should provide their genuine assessment of the Teacher Candidate's strengths, weaknesses, progress throughout the semester, and their estimation of their future success. Teacher Candidates will not see this narrative but information from it may be used confidentially for job references
- **Select Notes and PGPs:** in cases where there have been complicated scenarios or issues, please also submit Observation Forms or Professional Growth Plans to serve as documentation to support the Teacher Candidates grade.

Phase-In Schedule

Phase-In Schedule

The Phase-In Schedule is the suggested sequence that lays out how the Teacher Candidate assumes more and more of the teaching responsibilities throughout the student teaching semester, when they will do their maximum teaching load for at least 20 consecutive school days, and then how they slowly give teaching responsibilities back to the Supervising Practitioner.

The working draft of the Phase-In Schedule is collaboratively created prior to student teaching with the Supervising Practitioner and due to the University Supervisor prior to their initial visit at the beginning of the student teaching semester. It is considered a draft because the Teacher Candidate might end up needing an altered schedule depending on how ready they are to assume more responsibility. For example, in instances where the Teacher Candidate has had previous field experience in that same or similar classrooms, the schedule might be accelerated to allow for a quicker transition to Phase III; in instances where a Teacher Candidate needs more time in the earlier phases to be ready to take-over teaching duties, the schedule may need to be adjusted accordingly to allow for a slower phase-in. As the semester progresses, adjustments may be made as needed and resubmitted to the University Supervisor.

Throughout all four phases of the Phase-In Schedule, it is essential the Supervising Practitioner remains actively involved in the instructional program, monitoring the Teacher Candidate's progress closely, remaining a second set of eyes to ensure safety in the classroom, providing daily feedback for the Teacher Candidate's reflection and improvement, and towing the line between when to intervene and when to let the Teacher Candidate figure out how to course-correct.

The non-negotiable per state approval of our program is that the Teacher Candidate needs a minimum of 20 consecutive teaching days in Phase III: Maximum Teaching Responsibility and completes a minimum 75 full days of student teaching.

The student teaching experience is divided into the following four phases, each of which will be explained in further detail below (although in rare circumstances, unique student teaching situations may cause need to adjust and revise these suggestions).

Phase I – Orientation

Phase II - Assuming Partial Responsibility

Phase III - Maximum Teaching Responsibility

Phase IV - Transfer of Responsibility

Phase I – Orientation

Length of Time = 1-2 Weeks (Previous experience will determine the orientation period)

Roles of Teacher Candidate: Observer, Tutor, Helper around the Classroom

Teacher Candidate Responsibilities	Supervising Practitioner Responsibilities
1. Becomes familiar with school procedures, daily schedule, rules, regulations and classroom procedures 2. Develops skill in communicating rules and expectations to pupils 3. Observes instruction and takes notes about what the Supervising Practitioner is doing and how they start a semester 4. Helps prepare the classroom daily and materials for lessons 5. Gains comfort with the classroom management style that seems the most effective 6. Learns names of pupils; becomes aware of friendships and sub-groups; becomes acquainted with unique needs of individuals 7. Participates in classroom routine, such as taking attendance, recording grades, handing out/collecting material, and providing supervision outside classroom during passing periods 8. Greets students at the door when they enter 9. Instructs in a limited sense, such as administering tests, tutoring small groups, or conducting short, informal segments of the lesson 10. Attends required school activities (e.g., faculty meetings, IEP meetings, clubs) 11. Constructs teaching aids and visual materials for a motivating, inclusive, and engaging learning environment 12. Talks with the Supervising Practitioner each day to ask questions and start preparing lesson ideas and teaching strategies for Phase II	1. Assumes responsibility for planning and conducting class but involves the Teacher Candidate in the process of how to do instructional planning 2. Shares long-range plans for the semester and how to structure long-term planning 3. Involves the Teacher Candidate in observations, routine, procedures, preparation of materials, and interaction with students 4. Sets aside special time each day to discuss the rationale of what the Teacher Candidate is observing and answer any questions they may have 5. Sets standards for initial lesson planning format 6. Start to prepare the Teacher Candidate for taking over additional teaching duties in Phase II.

Phase II – Assuming Partial Responsibility

Length of Time = 2-6 Weeks

Roles of Teacher Candidate: Intern, Teaching Assistant/Team teacher, Develop materials, Instructor of small and large group activities, Create Audio/visual aids, Write lesson plans

Teacher Candidate Responsibilities	Supervising Practitioner Responsibilities
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) 2. Works with whole groups and small groups 3. Teaches as specified by the mentor/mentor teacher, following school policies regarding lesson plans 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	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 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 3. Models a variety of instructional techniques so the student teacher develops a comfort level for a broad spectrum of teaching activities

Phase III – Maximum Teaching Responsibility

Length of Time = Minimum of 20 days

Roles of Teacher Candidate: Teacher, Responsible for lesson planning and instruction

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

Phase IV – Transfer of Responsibility Back to Teacher

Length of Time = 1-2 Weeks

Roles of Teacher Candidate: Teaching Assistant, Observer

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

Phase-In Schedule Form

THE UNIVERSITY OF ARIZONA
COLLEGE OF FINE ARTS



Office of Field Experiences

PHASE-IN SCHEDULE FOR TEACHER CANDIDATES

- *Complete a working draft of this copy collaboratively prior to the start of the semester*
- *Dates and workload may change during the semester; edit as needed*
- *Schedule must be reviewed by University Supervisor and submitted to Office of Field Exp.*
- *Ensure min. of 20 consecutive days in Phase III and min. of 75 full-time total days*

Teacher Candidate _____ Semester _____ Year _____

Supervising Practitioner: _____ School: _____

Please fill out a tentative schedule after reading the "Teacher Candidate Phase-In" chapter contained in the Teacher Candidate Guidebook.

Beginning Date: _____ **Ending Date:** _____

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

PHASE II – Assuming Partial Responsibility

Beginning Date: _____ **Ending Date:** _____

List how you are assuming more and more of the teaching/planning responsibilities for each week. Each week should add a bit more, leading up to the gradual takeover of maximum teaching responsibilities.

Date: _____	Workload _____
Date: _____	Workload _____
Date: _____	Workload _____
Date: _____	Workload _____
Date: _____	Workload _____

PHASE III – Maximum Teaching Responsibility (REQUIRED: minimum of 20 consecutive School Days)

Beginning Date: _____ **Ending Date:** _____

You have maximum responsibility for planning, classroom management, and instruction. Please note: for secondary placements only, this has to be at least 80% of the contracted teaching load. For elementary placements, it needs to be 100% of the contracted teaching load. This *can* be more than 20 days, if beneficial.

PHASE IV – Transfer of Responsibility

Beginning Date: _____ **Ending Date:** _____

List how you are slowly transitioning the instruction back to the Supervising Practitioner over the remainder of the student teaching semester. Think of it like a modified reversal of Phase II. The ending date listed here will be the agreed-upon last day of Student Teaching (after the last day of U of A classes and a min. of 75 total teaching days).

Date: _____	Workload _____
Date: _____	Workload _____
Date: _____	Workload _____
Date: _____	Workload _____

Observations and Midterm/Final

Overview

Formal assessments are completed by the University Supervisors and the major professors. Major professors are the official instructor of record and provide the final grade for Teacher Candidates and are responsible for overseeing seminar assignments and the portfolio evaluation. University 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 (from our website) is recommended, as it aligns with the midterm and final instrument. University Supervisors work closely with the Supervising Practitioner and the Teacher Candidate during assessments.

Assessments that are related to the Student Teaching Seminar will be provided by the major professor in their syllabi and are not covered in this guidebook.

Observations and Coaching

Throughout the semester, the University Supervisor will visit, observe, and coach the teacher candidate a minimum of seven times. If a teacher candidate needs additional guidance and coaching, more observations may be scheduled, as needed.

During observations, the University 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 four major categories to evaluate are:

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

The "Learning Environment" and "Instruction and Assessment" sections is assessed during the observations. The "Planning and Preparation" section is assessed from the weekly lesson plans submitted by the Teacher Candidate and from the lesson plan for the observation, which needs to be provided by the Teacher Candidate for each observation 24 hours in advance. University Supervisors should use lesson plans to assess planning practices and lesson writing competencies.

Following the post-observation meeting, the University Supervisor should provide a written summary to the Teacher Candidate and Supervising Practitioner.

At each observation and visit, The University Supervisor checks the accuracy of the Teacher Candidate's timecard and initials/dates the back side of the card each visit.

Typical Observation Schedule

There are a minimum of seven visits throughout the student teaching semester, which equates to a visit every 2-3 weeks. The breakdown is typically:

1. Initial Visit (15-20 minutes) within first 2 weeks of the semester
2. Observation/Coaching (1-2 hours)
3. Observation/Coaching (1-2 hours)
4. Midterm Observation and Conference (2-3 hours) approx. 8-9 weeks into the semester
5. Observation/Coaching (1-2 hours)
6. Observation/Coaching (1-2 hours)
7. Final Observation and Conference (2-3 hours) approx. 14-15 weeks into the semester

The University Supervisor determines the appropriate amount of time to schedule for each Teacher Candidate. At the beginning of the semester, University Supervisors typically only spend approximately 20-30 minutes observing the Teacher Candidate and may spend an additional 20-30 minutes with them 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. If they are teaching an entire period/lesson, the observation will typically be for the entire lesson, followed by a coaching and feedback session. Following the post-observation meeting, the university program supervisor provides a written summary to the teacher candidate and mentor teacher.

Scheduling Observations

While scheduling observations is not required for each visit, it is highly recommended due to complicated school and classroom schedules. A “drop-in” visit could occur if that is also approved by the Supervising Practitioner *and* would be beneficial for the growth of the Teacher Candidate. In theory, a Teacher Candidate could be observed at any point when they are teaching because they should always be prepared with a solid lesson plan and prepared materials. The goal is that Teacher Candidates are not doing anything different for observations, so that the coaching feedback is representative of their normal teaching.

In practice, University Supervisors usually work with the Supervising Practitioner *and* the Teacher Candidate to schedule each observation and conference. The days/times of observations should be scheduled to assess the Teacher Candidate with different classes, levels, students, instructional strategies, and classroom management techniques.

Often the Teacher and Candidate and University Supervisor decide on an observation date/time and then check to make sure that it works with the Supervising Practitioner to avoid observations during scheduled fire drills, assemblies, school holidays, field trips, etc. When scheduling the midterm and final conferences, it is essential to find a time when the University Supervisor, Supervising Practitioner, and Teacher Candidate can meet all at the same time (e.g., planning period, before school, lunch, after school, etc.).

Initial Visit to the Classroom

The initial visit is scheduled by the University Supervisor at the beginning of the semester and is typically only around 20 minutes. This visit serves as the first opportunity for the University Supervisor to learn the procedures of the school site for visitor check-in/check-out, meet the office staff and principal (if desired), get to know the Teacher Candidate and Supervising Practitioner better, gain a slightly deeper understanding of the student population and arts program at the school site, and visit the classroom while students are engaged in a lesson. If possible, the University Supervisor should be introduced to the students so that in future observations, they have already seen the University Supervisor.

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 gather pertinent information, as needed, such as a campus map, bell/teaching schedules, and school calendar/hours, important dates, etc.

At this initial visit, the University Supervisor checks in with the Teacher Candidate and Supervising Practitioner about how things are going so far. University Supervisors look at the draft of the Phase-In Schedule and verify its completeness and accuracy.

University Supervisors date and initial the back of the Teacher Candidate timecard and check the front side for accuracy, reminding Teacher Candidates to keep up to date with the timecard and reminding Supervising Practitioners to initial the front each week as verification of that week's attendance accuracy.

Before leaving, the team should arrange for the next observation. For the next observation, the Teacher Candidate should demonstrate teaching some (or all) of a lesson and provide a lesson plan 24 hours in advance of the observation.

Sample Questions to Ask Teacher Candidate Each Observation

PRE-OBSERVATION QUESTIONS

1. How can I be of help to you?
2. What specifically do you wish me to look for?
3. What specifically do you wish me to know?
4. What are your objectives and expectations for the lesson?
5. How long would you like me to observe?
6. When can we get together after the lesson?

POST-OBSERVATION QUESTIONS

1. How do you think the lesson went?
2. Can you recall what the students were doing that made you feel this way?
3. What do you remember about what you did or the strategies you used?
4. How does this compare with what you expected would happen?
5. What could be some reasons it happened this way?
6. Would you like me to share what I observed?

Observation Form for University Supervisor

University of Arizona Teacher Preparation Programs Teacher Candidate Observation Form

Teacher Candidate:	Supervisor:	Date:
School and Class Observed:	Timecard up-to-date and signed?	Next Observation:

Learning Environment – Classroom management; class-set up and appearance; follows established procedures; respectful interactions amongst all

Summary:

Action Plan for Improvement:

Planning and Preparation – Timely and complete lesson plans; plans driven by data, student needs, standards; connects concepts to previous prior lessons/experiences; evidence of appropriate sequencing and modifications; chooses multiple materials and instructional methods/activities.

Summary:

Action Plan for Improvement:

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)

Summary:

Action Plan for Improvement:

Professionalism – On time and prepared; professional communications and appearance; collaborates successfully; receptive to feedback; self-reflects

Summary:

Action Plan for Improvement:

Midterm/Final Observation and Conference

After a couple of observations and coaching feedback sessions with the University Supervisor, there is a lengthier and more formal observation for the midterm and final.

- Midterm: scheduled/completed approximately eight to nine weeks into the student teaching semester (early-to-mid October for Fall; early March for Spring)
- Final: scheduled towards the end of the student teacher semester, the Teacher Candidate is responsible for teaching all or the majority of a lesson, even though the Final might occur during Phase IV (late November for Fall; late April for Spring).

These are the components to each midterm/final observation and conference:

1. University Supervisor sends the Teacher Candidate and the Supervising Practitioner a reminder to fill out their evaluation of the Teacher Candidate, using the midterm/final assessment instrument and using the rubric as a guide; they need to send this back to the University Supervisor prior to the midterm/final observation
2. University Supervisor reviews those and fills out their own evaluation; often times it is helpful to combine the Teacher Candidate's and Supervising Practitioner's ratings/notes on the same form as the University Supervisor's so that they are all in one document
3. University Supervisor observes an entire lesson with the lesson plan provided 24 hours in advance
4. Supervising Practitioner and University Supervisor have a one-on-one conversation prior to meeting with the Teacher Candidate to discuss the Teacher Candidate's progress, ratings on the assessment instrument, and their perceived goals for the Teacher Candidates' growth.
5. University Supervisor, Supervising Practitioner, and Teacher Candidate all meet to discuss the Teacher Candidate's progress, the ratings awarded and the narrative comments from the instrument, especially the plans of action for improvement in each of the four evaluated areas.
6. Once the evaluation conference is completed, all three sign and date the midterm and final assessment instrument. The signatures represent participation in the assessment process, not necessarily agreement with the evaluation. The midterm and final are to be filled out on the same document. This document is submitted to the major professor and Director of Field Experience.

Ratings on Midterm/Final

The ratings are based on a cumulative demonstration of the standards up until that point. For each assessment indicator, there is a four-point rating scale of 1 (low) – 4 (high) based on evidence observed throughout the evaluation period.

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

Ratings are to be whole numbers only (e.g., rating of 2 or 3, but not 2.5). Use the Rubric found later in this Guidebook and on the Office of Field Experience website when determining which rating is most appropriate. Ratings of 4 are extremely rare and reserved for when the Teacher Candidate far exceeds the expectations of proficiency and can demonstrate the indicator masterfully, like a seasoned educator would.

At the midterm, 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. If at 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 on Due Process) 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. Part of passing student teaching means there may be no scores of "1" and very few scores of "2" on the Final.

By the final evaluation, Teacher Candidates are expected to earn ratings of 3 (demonstrating proficiency) on most, if not all, the assessment indicators, as these assessment indicators represent what a Teacher Candidate reasonably should be able to demonstrate by the end of their student teaching semester.

The midterm and final are intended to be collaborative efforts between the Supervising Practitioner and the University Supervisor, although it is the University Supervisor that is ultimately responsible for the assessment ratings on the Midterm/Final that is submitted to the major professor

Narrative Sections

In addition to the ratings, the narrative portions of the evaluation should never be left blank. The "plan of action" comment box is perhaps the most important part of the entire document, as this is where one writes concrete suggestions for improvement in each of the four assessment areas.

Midterm and Final Evaluation Rubric

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

I. Learning Environment

Evaluation Indicator	Description for Rating of “3 – Proficient”	General Description for Other Rating
1. Recognizes Individuality: Embraces, promotes, and demonstrates respect for students’ lived experiences, unique social and learning profiles, funds of knowledge, and backgrounds	☐ 3 – Proficient Consistently seeks to understand and affirm students’ lived experiences, social and learning profiles, funds of knowledge, backgrounds, and interests, and to utilize that information in the learning environment.	☐ 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates ☐ 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. ☐ 1 – Insufficient This skill is weakly demonstrated or not yet evident.

Evaluation Indicator	Description for Rating of “3 – Proficient”	General Description for Other Rating
2. Promotes Student Belonging: Teacher intentionally creates an environment that contributes to a strong sense of belonging for every student	☐ 3 – Proficient Consistently welcomes students to the classroom, uses and pronounces names correctly, purposefully chooses representative visuals and lesson materials, celebrates students and their contributions, and creates opportunities for students to express their opinions and be involved in decision-making processes.	☐ 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates ☐ 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. ☐ 1 – Insufficient This skill is weakly demonstrated or not yet evident.
3. Set-Up: Designs and maintains learning spaces to foster physical safety, accessibility, meaningful student-teacher and student-student interactions, and equitable participation	☐ 3 – Proficient Consistently manages space to ensure physical safety, allows for classroom management by the teacher, and facilitates appropriate interactions among participants.	☐ 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates ☐ 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. ☐ 1 – Insufficient This skill is weakly demonstrated or not yet evident.
4. Procedures: Establishes and follows equitable norms, procedures, and routines	☐ 3 – Proficient Consistently establishes and communicates classroom norms, procedures and routines. Procedures promote a culturally responsive, respectful, and equitable environment. Norms are collaboratively developed	☐ 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates ☐ 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been

Evaluation Indicator	Description for Rating of “3 – Proficient”	General Description for Other Rating
	with members of the learning community, as appropriate.	established. ☐ 1 – Insufficient This skill is weakly demonstrated or not yet evident.
5. Behavior Expectations: Establishes and reinforces clear and positive behavior expectations; uses proactive strategies to cultivate student self-regulation, mutual respect, and responsibility	☐ 3 – Proficient Consistently communicates clear and positive behavior expectations; uses proactive strategies to cultivate student self-regulation, mutual respect, and responsibility	☐ 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates ☐ 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. ☐ 1 – Insufficient This skill is weakly demonstrated or not yet evident.
6. Behavior Management: Monitors and responds appropriately to student behavior in a timely, fair, and consistent way that preserves individual dignity	☐ 3 – Proficient Consistently monitors student behavior, reinforces expectations, and responds in a timely and appropriate manner. Supports student self-regulation.	☐ 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates ☐ 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. ☐ 1 – Insufficient This skill is weakly demonstrated or not yet evident.

Evaluation Indicator	Description for Rating of “3 – Proficient”	General Description for Other Rating
7. Respectful Communication: Uses, models, and promotes civil communication, both verbal and non-verbal, that is positive, supportive, and empathetic	☐ 3 – Proficient Consistently models and promotes civil discourse and non-verbal interactions that are positive, supportive and empathetic.	☐ 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates ☐ 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. ☐ 1 – Insufficient This skill is weakly demonstrated or not yet evident.

II. Planning and Preparation

Evaluation Indicator	Description for Rating of “3 – Proficient”	General Description for Other Rating
1. Submitted Plans: Submits complete, appropriately-formatted lesson plans in a timely manner for review	☐ 3 – Proficient Consistently submits complete, appropriately-formatted lesson plans in a timely manner for review.	☐ 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates ☐ 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. ☐ 1 – Insufficient This skill is weakly demonstrated or not yet evident.
2. Timing: Writes lesson plans and activities appropriate for the amount of time allotted	☐ 3 – Proficient Consistently develops lesson plans and related activities appropriate for the allotted time. This includes planning sufficient time for all lesson components.	☐ 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates ☐ 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. ☐ 1 – Insufficient This skill is weakly demonstrated or not yet evident.

Evaluation Indicator	Description for Rating of “3 – Proficient”	General Description for Other Rating
3. Data & Needs-Driven: Uses a variety of student data to guide planning, including observation, assessments, and information about learners and their needs	☐ 3 – Proficient Consistently develops lesson plans that are driven by student needs as determined by an analysis of formal and informal data, such as observation, assessments, and information about learners and their needs.	☐ 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates ☐ 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. ☐ 1 – Insufficient This skill is weakly demonstrated or not yet evident.
4. Standards & Objectives: Writes measurable objectives using state standards, district academic standards/performance objectives, and/or any additional standards as required by the discipline to develop procedural and conceptual knowledge	☐ 3 – Proficient Consistently writes measurable objectives using state standards, district academic standards/performance objectives, and/or any additional standards required by the discipline, including language objectives for English Language Learners, to develop procedural and conceptual knowledge.	☐ 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates ☐ 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. ☐ 1 – Insufficient This skill is weakly demonstrated or not yet evident.

Evaluation Indicator	Description for Rating of “3 – Proficient”	General Description for Other Rating
5. Content Connections: Connects content to students’ out-of-school experiences, community knowledge, previous lessons within the content area, other curricular areas, and/or real-life situations	☐ 3 – Proficient Consistently connects lesson content to students’ prior knowledge which may include: out-of-school experiences, community knowledge, previous lessons within and beyond the content area, and/or real-life situations.	☐ 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates ☐ 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. ☐ 1 – Insufficient This skill is weakly demonstrated or not yet evident.
6. Active Participation: Plans instructional strategies that ensure individual and collaborative student engagement throughout the lesson	☐ 3 – Proficient Consistently includes both individual and collaborative instructional strategies to maximize time students are actively engaged in the learning objective.	☐ 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates ☐ 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. ☐ 1 – Insufficient This skill is weakly demonstrated or not yet evident.

Evaluation Indicator	Description for Rating of “3 – Proficient”	General Description for Other Rating
7. Materials/Technology: In advance of the lesson, teacher chooses and prepares varied and appropriate materials and instructional technologies to facilitate learning and promote student achievement	☐ 3 – Proficient Consistently selects and prepares a variety of appropriate materials and technologies to facilitate learning and promote student achievement. Materials and technology are ready at the start of the lesson to reduce loss of instructional time.	☐ 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates ☐ 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. ☐ 1 – Insufficient This skill is weakly demonstrated or not yet evident.
8. Higher-Level Thinking: Plans opportunities for critical thinking through questioning and student activities	☐ 3 – Proficient Consistently develops plans that include activities and questions that promote critical thinking and call for higher levels in Depth of Knowledge/Bloom’s Taxonomy.	☐ 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates ☐ 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. ☐ 1 – Insufficient This skill is weakly demonstrated or not yet evident.

Evaluation Indicator	Description for Rating of “3 – Proficient”	General Description for Other Rating
9. Accessibility: Incorporates instructional elements of Universal Design for Learning and modifications/accommodations based on each learners’ needs	☐ 3 – Proficient Consistently meets all learners’ needs through required modifications and accommodations, and the use of UDL principles, such as providing information in different ways, offering students various ways to demonstrate their understanding, and providing options and support student interests, strengths, and challenges.	☐ 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates ☐ 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. ☐ 1 – Insufficient This skill is weakly demonstrated or not yet evident.
10. Sequencing: Organizes learning activities in a logical sequence that leads students to the learning objective	☐ 3 – Proficient Consistently organizes learning activities in a logical sequence that leads students to meet the learning objective.	☐ 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates ☐ 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. ☐ 1 – Insufficient This skill is weakly demonstrated or not yet evident.

Evaluation Indicator	Description for Rating of “3 – Proficient”	General Description for Other Rating
11. Collaborates: Plans collaboratively with mentor teacher and/or other professionals who have specialized expertise	☐ 3 – Proficient Consistently contributes and plans collaboratively with the mentor teacher and/or other professionals who have specialized expertise.	☐ 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates ☐ 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. ☐ 1 – Insufficient This skill is weakly demonstrated or not yet evident.

III. Instruction and Assessment

Evaluation Indicator	Description for Rating of “3 – Proficient”	General Description for Other Rating
1. States Expectations: Communicates purpose, learning objectives, and criteria for success at the beginning and throughout the lesson	☐ 3 – Proficient Consistently communicates purpose, learning objectives, and criteria for success to students in a comprehensible, meaningful, and effective way at the beginning of the lesson and throughout.	☐ 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates ☐ 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. ☐ 1 – Insufficient This skill is weakly demonstrated or not yet evident.
2. Content Accuracy: Provides clear and accurate content aligned to the objectives and/or standards	☐ 3 – Proficient Consistently demonstrates accurate content knowledge, explained in multiple manners and applications. Essential information is included and emphasized during the lesson.	☐ 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates ☐ 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. ☐ 1 – Insufficient This skill is weakly demonstrated or not yet evident.

Evaluation Indicator	Description for Rating of “3 – Proficient”	General Description for Other Rating
3. Content Flexibility: Demonstrates flexibility and sufficient depth of content knowledge to meet the needs and curiosities of students	☐ 3 – Proficient Consistently demonstrates flexible and advanced content knowledge, with the ability to allow for learner curiosities, answer questions, and relate them back to the learning objective.	☐ 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates ☐ 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. ☐ 1 – Insufficient This skill is weakly demonstrated or not yet evident.
4. Academic Language: Uses the discipline’s academic language and creates opportunities for students to use the academic language in level-appropriate ways	☐ 3 – Proficient Consistently models the discipline’s academic language accurately and creates multiple opportunities for students to accurately use the academic language.	☐ 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates ☐ 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. ☐ 1 – Insufficient This skill is weakly demonstrated or not yet evident.

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

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

Evaluation Indicator	Description for Rating of “3 – Proficient”	General Description for Other Rating
9. Engagement & Pacing: Maximizes active participation of each learner and paces the lesson to optimize instructional time	☐ 3 – Proficient Consistently maximizes active participation of all students throughout the lesson, and paces the lesson to optimize instructional time (e.g., “bell-to-bell” student engagement).	☐ 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates ☐ 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. ☐ 1 – Insufficient This skill is weakly demonstrated or not yet evident.
10. Questioning: Uses varied questioning and discussion strategies that engage all students and serve different purposes	☐ 3 – Proficient Consistently utilizes effective questioning and discussion strategies that engage all students and serve different purposes (e.g., utilizing wait time, calling on non-volunteers, probing for learner understanding, promoting student discourse, helping learners articulate their ideas and reasoning processes, stimulating curiosity, and helping learners to question).	☐ 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates ☐ 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. ☐ 1 – Insufficient This skill is weakly demonstrated or not yet evident.

Evaluation Indicator	Description for Rating of “3 – Proficient”	General Description for Other Rating
11. Formative Assessments: Regularly checks for understanding throughout lessons using varied informal assessment strategies to monitor the learning of each student	☐ 3 – Proficient Consistently checks for student understanding using varied, efficient, and interactive formative assessment strategies to inform next teaching steps.	☐ 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates ☐ 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. ☐ 1 – Insufficient This skill is weakly demonstrated or not yet evident.
12. Modifies Teaching: Adjusts instruction based on formative assessment data and student needs	☐ 3 – Proficient Consistently demonstrates the ability to adapt the lesson (instructional strategy, pacing, etc.) in real time as a result of formative assessment results and other classroom situations that arise.	☐ 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates ☐ 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. ☐ 1 – Insufficient This skill is weakly demonstrated or not yet evident.

Evaluation Indicator	Description for Rating of “3 – Proficient”	General Description for Other Rating
13. Summative Assessments: Designs and/or implements summative assessments that are congruent to instruction in content, rigor, and format	☐ 3 – Proficient Consistently designs and/or implements summative assessments that match instruction in content, rigor, and format.	☐ 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates ☐ 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. ☐ 1 – Insufficient This skill is weakly demonstrated or not yet evident.
14. Promotes Self-Assessment: Promotes student self-assessment and supports students in using data to achieve their learning goals	☐ 3 – Proficient Consistently implements effective methods that promote student self-assessment and support students in using data to achieve their learning goals.	☐ 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates ☐ 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. ☐ 1 – Insufficient This skill is weakly demonstrated or not yet evident.

Evaluation Indicator	Description for Rating of “3 – Proficient”	General Description for Other Rating
15. Feedback: Provides timely, useful, specific, and respectful feedback focused on growth	☐ 3 – Proficient Consistently provides timely, useful, actionable, specific, user-friendly, and respectful written/verbal feedback focused on improving student performance.	☐ 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates ☐ 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. ☐ 1 – Insufficient This skill is weakly demonstrated or not yet evident.

IV. Professionalism and Growth

Evaluation Indicator	Description for Rating of “3 – Proficient”	General Description for Other Rating
1. Professional Presence: Arrives on time and is fully prepared for the day with a professional appearance; remains for the duration of required hours	☐ 3 – Proficient Consistently attends field experiences on time, fully prepared, and with a professional appearance per University/district guidelines; remains for the duration of required hours.	☐ 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates ☐ 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. ☐ 1 – Insufficient This skill is weakly demonstrated or not yet evident.
2. Timeliness: Meets deadlines and responds promptly to all communications.	☐ 3 – Proficient Consistently meets deadlines for submitting required work. Notifies program and school personnel in advance of absences, with as much timely notice as possible. Responds promptly to communications from program personnel.	☐ 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates ☐ 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. ☐ 1 – Insufficient This skill is weakly demonstrated or not yet evident.

Evaluation Indicator	Description for Rating of “3 – Proficient”	General Description for Other Rating
3. Professional Communication: Communicates professionally with and about members of the learning community in all forms, including social media.	☐ 3 – Proficient Consistently communicates professionally <u>with</u> all members of the school site and university learning community. Consistently communicates professionally <u>about</u> PreK-12 students and their families, Mentor Teachers, school faculty and administration, University Supervisors, U of A professors, and peers verbally and in writing, including on social media.	☐ 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates ☐ 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. ☐ 1 – Insufficient This skill is weakly demonstrated or not yet evident.
4. Personal Matters: Personal matters do not negatively affect teaching performance	☐ 3 – Proficient Consistently balances personal matters so that they do not negatively affect teaching performance.	☐ 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates ☐ 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. ☐ 1 – Insufficient This skill is weakly demonstrated or not yet evident.

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

Evaluation Indicator	Description for Rating of “3 – Proficient”	General Description for Other Rating
7. Legal Responsibilities: Describes and abides by laws related to learners’ rights and responsibilities, including FERPA, mandatory reporting, IDEA/IEPs, and ADA/504s.	☐ 3 – Proficient Consistently abides by laws related to learners’ rights and teacher responsibilities (e.g., equity, appropriate education for learners with disabilities, confidentiality, privacy, suicide prevention, and mandatory reporting).	☐ 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates ☐ 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. ☐ 1 – Insufficient This skill is weakly demonstrated or not yet evident.
8. Collaboration: Collaborates regularly with colleagues and members of the school community to improve practice and solve problems	☐ 3 – Proficient Consistently collaborates with colleagues and members of the school community and makes valuable contributions to collaborative efforts.	☐ 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates ☐ 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. ☐ 1 – Insufficient This skill is weakly demonstrated or not yet evident.

Evaluation Indicator	Description for Rating of “3 – Proficient”	General Description for Other Rating
9. Cultural Competence: Learns about family knowledge, values, and cultural backgrounds and respectfully applies that information to interactions with students, families, and the school community	☐ 3 – Proficient Consistently demonstrates effort to learn about family knowledge, values, and cultural backgrounds and respectfully applies this information with students, families, and school community (such as through initiating two-way family communication, actively attending school/community events, identifying and using funds of knowledge or other methods for learning about students, families, and the community).	☐ 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates ☐ 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. ☐ 1 – Insufficient This skill is weakly demonstrated or not yet evident.
10. Receptive to Feedback: Accepts and acts upon constructive feedback from mentors, supervisors, and administrators with openness and a growth mindset	☐ 3 – Proficient Consistently requests, accepts, and acts upon constructive feedback from mentors, supervisors, and administrators.	☐ 4 – Exceeds Expectation This skill is demonstrated <i>masterfully</i> in a manner that exceeds the expectations of a proficient rating for teacher candidates ☐ 2 – Developing This skill is developing; proficiency, independence, and/or consistency has not yet been established. ☐ 1 – Insufficient This skill is weakly demonstrated or not yet evident.

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

Midterm and Final Evaluation

University of Arizona Teacher Candidate Evaluation

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

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

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

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

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

Arizona Teaching Certification

Obtaining AZ Teacher Certification after Student Teaching

For current certification information, it is always advisable to go directly to the Arizona Department of Education's website: <http://www.azed.gov/educator-certification/>

Step 1: Institutional Recommendation (IR):

- Make sure early in your student teaching semester you request an Institutional Recommendation from the following link: <https://education.arizona.edu/institutional-recommendation>.
- After your student teaching is done and your degree is posted, [Sara Knepper](#) (from the U of A College of Education) will issue IRs to the AZ Department of Education.
- What is an IR? An "Institutional Recommendation" (IR) is your quick path to certification without a lengthy transcript review from the AZ Dept of Educ. Details:
 - Provides for half the cost of normal certification (discount and IR valid for one year only).
 - IR will be processed and sent to the AZ Dept. of Educ. by Sara Knepper once degree is posted to UAccess, provided you filled out the online form linked above by the deadline during your student teaching semester.
 - IR is only good for one year from the date it is issued. For security reasons, the state only allows one IR to be issued per student, so do not lose it.
- Sara Knepper will email you when the IR is received by the AZ Dept. of Educ. and you are ready to apply for certification using ADE's online portal: at the [AzEDCert Portal](#).
- Make sure that if you have a new mailing address since filling out your IR Application, you update it with our certification officer in the College of Education, Sara Knepper.

Step 2: Once you IR is issued, submit all materials to the Arizona Department of Education for your certificate:

After receiving their IRs, teacher candidates may obtain their certificate by applying online to the [AzEDCert Portal](#). If you have questions regarding the AzEDCert Online Portal, reference this [Online Portal Setup Guide](#) or contact ADE directly at certification@azed.gov or (602) 542-4367.

Here are the items needed for obtaining your certificate:

- Institutional Recommendation (IR)
- Photocopy of your IVP fingerprint clearance card
- Photocopy of official NES Test results for your certification test
- Evidence of satisfying the AZ/US Constitution Requirement
 - If you took the AZ/US Constitution course and it is on your UA transcripts (e.g., you took the course at the U of A or transferred the course to your UA transcripts if you took the course through another institution), you do not have to do anything because it will be part of the IR issued by the U of A.
 - If you took the AZ/US Constitution course at a different institution and did not get it transferred to your UA transcripts, you need to bring/mail an official transcript from institution where course was taken (it is much simpler and cheaper to get it transferred to your UA transcript by sending it to Sara Knepper prior to her issuing you an IR.

- If you took the AEPA test to fulfill the AZ/US Constitution requirement, you need to provide a photocopy of your passed AEPA test results.
- On your teaching certificate application, you will select: (1) under Standard Professional Teaching Certificates, select Arts Education (Prek-12) and note “Music” or “Art”; and (2) under Endorsements, select Structured English Immersion (SEI) if you completed the LCEV 408/508 or TLS 416 coursework.
- Fees, typically \$60 (\$30 for your arts education certificate plus \$30 for your SEI endorsement; additional endorsements are \$60 each).
- NOTE: Your certificate is half price with your IR; the IR expires in one year and cannot be reissued, so don’t wait too long to get your certificate!

If you plan to substitute teach

As a general rule, still get your AZ teaching certificate even if you plan to substitute teach. Using your IR makes the AZ Teaching Certificate as cheap as a sub certificate but with some massive benefits: it is good for 12 years which gives you reliable job security for many years no matter what you decide to do right away, and it allows you to teach more days per school year than a substitute certificate.

If you plan to teach in another state

As a general rule, it is much more difficult to obtain a teaching certificate in any other state without your current Arizona certificate. Many states offer reciprocity if you hold a teaching certificate from another state. Visit or contact the other state’s department of education website for more information. Even if you do not plan to teach in Arizona, it is recommended you obtain AZ Teacher Certification and then request reciprocity from the other state’s department of education. If you decide to later return to Arizona to teach, your certificate remains valid for 12 years.

If you plan to attend graduate school or not enter the teaching profession

It is still recommended that you utilize the half price and quick path to certification with your IR (only good for one year after it is issued) and obtain your AZ Teaching Certificate. It is valid for 12 years and then offers flexibility should you decide to teach in the future in AZ or another state.

Getting a Teaching Position

The Job Search

Searching for a position can start well before you graduate and obtain your teaching certificate. Your performance and professional networking during college coursework and student teaching are keys to securing a position early.

Network

You should make an effort to connect with:

- Educators in schools (arts educators or other educators)
 - This can be done during practicum, observation hours, and student teaching
- Administrators, including arts administrators in your student teaching district and districts where you would like to apply for positions
 - Email them to introduce yourself
 - Send them your teaching portfolio
 - Invite them to meet and observe you teach a lesson
- Attendees at state and national conferences for your discipline
- Relevant professors, including arts education professors, in your discipline

How to Search for a Position

- Know what type of position and location you want
- Network with the correct people
- Attend job fairs prepared and professional
- Listen for word-of-mouth openings
- Prioritize employers and postings and do your research on them
- Keep an organized spreadsheet of your search and progress for each posting
- Maintain professional social media presence throughout the entire job search process
- Conduct online searches or use online job post
- Attend district job fairs and the annual U of A educational career fair
- Visit the human resources page of districts where you want to work
- Become a member of your arts education professional organization (e.g., National Association for Music Education or National Art Education Association) and look at their online job board
- Utilize the resources through career services at the U of A while you are a student
 - Note: apply for a Handshake account while you are a student and you can continue to use it for searching/applying for positions after you graduate

U of A Resources

The Center for Career Readiness offers many free resources for students. More information can be found at career.arizona.edu. Here are some of the options:

- Educational Career Fair – Each February
- Career counseling
- Résumé checks

- Mock Interviews
- Interview Stream – practice interviewing with your webcam
- Career Guidance Center – career profiles and job postings
- Website with extensive information and tutorials
- Professional Development Seminars
- Register an account with Handshake while you are a student so you can keep access to it after you graduate

Qualities School Administrators are Looking For

Continue to grow and highlight your ability to demonstrate the following desirable qualities for new teachers:

- Enthusiasm
- Passion in teaching
- Sensitivity and Compassion
- Humor
- Strong work ethic
- Receptive to feedback
- Patience
- Interpersonal skills (ability to connect with children)
- Problem solving
- Creativity
- Versatility
- Teamwork/Collaboration
- Classroom Management
- Content competency
- Ability to plan and organize
- That spark that makes it enjoyable to be around you!

How to Prepare for an Interview

The point of an interview is to talk to those who seemed qualified “on paper” and get to know who you are, what position you are looking for, your qualifications, and if you are a good fit for their school (both teaching skills and personality).

Tips for Interviewing:

- Research the school and district ahead of the interview, so you will have something to say that indicates your knowledge of their schools, community, and district information.
- Evaluate how much time you will have in your interview. Some are panel interviews that are only 15 minutes long while other interviews comprise half a day with a teaching demo.
- Practice your answers to some of the common questions. Many times, interviews are conducted by a panel and are brief, so articulate answers are key. This requires preparation and practice to common questions, such as:
 - Question 1: Tell us a little bit about yourself and your background
 - Practice introducing yourself in 30 seconds: describe your education, experience, qualification, skills, and career goals/why you want to work for them.

- Question 2: Tell me about a time when...(have some example anecdotes in mind for the various permutations of this question)
 - Can use the S.T.A.R Technique to describe the:
 Situation **T**asks required **A**ction taken **R**esults
- Question 3: Describe where you see yourself (or this program) in 5 years.
- Be able to articulate your:
 - phil of education
 - grading policies
 - how you work with diverse students
 - how you envision working with the other teachers and parents/families
 - goals
- Wear professional interview attire and bring a nice binder or attaché with copies of your résumé, teaching portfolio, something to write with, some note-taking paper.
- Remember peoples names in the interview panel, and use their names in your answers when possible.
- Often times toward the end of interview, you are asked if you have any question. Prepare some quality questions to ask, such as:
 - What are the goals for your students/for the program?
 - What specific qualities and skills are you looking for in candidates?
 - What are the families and the school culture like?
 - How would you like to see the arts program grow in the next few years?
- Afterward, send a thank-you email to the interviewer(s) and principal. Thank them for their time and express your excitement for the position. Link or attach your teaching portfolio to that email.
- If you are presented an offer, do not feel pressured to respond; it is perfectly acceptable to ask for a couple of days while you think about it or interview with other schools. In your response, thank them and tell them you have an interview with one other school. Request to get back to them in a few days. Make sure this is professional and then come back in the stated timeframe to give them an answer. If you turn down an offer, remember that the world of education is small, so always keep it professional, no matter what the reason is for turning down the offer!

Teaching Portfolio

Ideally, you already have created an online teaching portfolio through your Student Teaching Seminar. Additionally, you can create PDFs of all the documents and make an organized electronic portfolio that can be easily attached to an email or distributed electronically on a flash drive.

Tips for a stand-out portfolio:

- Make sure it is 100% polished, organized, clean, professional, and contains no errors in grammar
- Include enough variety of visuals and photos to keep the portfolio interesting and creative
- Bring a hard copy of your portfolio with you to in-person interviews. Allow the employer to thumb through the hard copy (print the photos out in color – this might be the only thing they scan while interviewing you)
- Provide your electronic portfolio on a CD/flash drive or include the URL/QR Code on a business card, résumé, and/or via follow-up thank you email.

What To Do at a Career Fair

- Bring copies of your résumé and something to write with
- Dress formally in your “interview clothes”
- Smile, shake hands, and introduce yourself when you walk up to a table or meet people
 - State your name and what type of position you are interested in (i.e., full-time employment as a ...)
- Be aware of how long you are talking; if there is a line of people waiting, you have about 1-3 minutes, and then you will need to say thanks and move on
- Offer a copy of your résumé and ask for a business card
 - **Tip:** write notes on the back the card, such as what positions were open and names of whom to contact. There will be so many people you meet, so you can come back to these cards later for your notes and so that you already have the email and correct spelling of those you talked to
- Afterwards, send thank-you emails to the schools/districts you were most interested in and attach your résumé and teaching portfolio

THE UNIVERSITY OF ARIZONA[®]
COLLEGE OF FINE ARTS



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