Clinical and Field-Based Experiences Handbook

The Teacher As A Promoter of Academic Excellence (TPAE)

University of Arkansas at Pine Bluff
School of Education

School of Education
University of Arkansas at Pine Bluff
1200 N. University Drive
Pine Bluff, Arkansas
Clinical and Field-Based Experiences Handbook

Guidelines for
Teacher candidates, university faculty, university supervisors,
Cooperating teachers and administrators

School of Education
University of Arkansas
Pine Bluff, Arkansas

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INTRODUCTION

Clinical and field-based experiences at UAPB are an integral and important component of the preparation of teacher candidates for initial licensure. The effectiveness of the field/clinical-based program lies in the cooperative relationships between P-12 school personnel, administrators and faculty supervisors in the professional unit, and teacher education majors. All are critical elements in the operation and success of these experiences.

Professional experiences and related activities have been designed and reshaped to reflect and extend the teacher training program and to provide students a consistent basis for professional application. At the same time, the teacher training program creates an opportunity to develop effective working relationships and collaborative efforts with our P-12 school counterparts.

The School of Education field experiences and clinical practice are sequenced so that candidates are involved in a variety of activities throughout their professional program. Field experiences and clinical practice are course specific, content driven with appropriate accountability, diversity, and assessment built into each course, help to enrich the knowledge, skills, and dispositions of teacher candidates. Moreover, the teacher candidates’ degree of involvement and responsibility with effective teaching and classroom management strategies increase as they progress in the program from early field experiences at the freshmen level (Level I) to the Professional Semester (Student Teaching-Level III).

This handbook provides current information and knowledge about clinical field experiences Level I and II of the teacher education program. Level III field and clinical experiences are presented in the Clinical and Field-Based Experiences Handbook, and the Student Teacher Handbook. This handbook, Clinical and Field-Based Experiences particularly focuses on the relationships and roles of university instructors, students, teacher candidates, supervisors and cooperating teachers. It cannot and does not answer all questions nor address all circumstances, but it does serve as a common guide to orientate participants to roles, expectations, needs, and related processes. More importantly, it can serve as a stimulus for dialogue and discussion between all parties.
CHAPTER I

MISSION AND OBJECTIVES OF THE SCHOOL OF EDUCATION

The Mission of the School of Education is consistent with the Mission of the University of Arkansas at Pine Bluff-an 1890 Land Grant Institution. Within this perspective, the School of Education offers quality programs leading to Licensure and careers in professional education. In addition to training teachers and human service professionals to meet the educational challenges of an ever changing society in the 21st Century, the School of Education provides opportunities for students to study in a multiethnic and diverse university setting, thereby encouraging responsible, productive citizens and prospective change-agents in the field of education. The School of Education fulfills its mission through teaching, research and public service to the immediate service area, the state of Arkansas and the nation.
ADMISSION TO: SCHOOL OF EDUCATION ADMISSION POLICIES

1. Institutional policies may allow for alternatives to the established admission requirements to the School of Education.

2. Passing of the Praxis I (PPST) or (CBT) is a prerequisite for admission to the School of Education and to all restricted courses except:

<table>
<thead>
<tr>
<th>Course</th>
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<tr>
<td>ECE</td>
<td>1201 Foundations &amp; Development of American Education</td>
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<tr>
<td>EDUC</td>
<td>1200 Foundations &amp; Development of American Education</td>
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<tr>
<td>SPED</td>
<td>2300 Survey of Exceptional Children</td>
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<td>EDUC</td>
<td>2309 Utilization/Instructional Media</td>
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<td>EDUC</td>
<td>2310 Testing Seminar</td>
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<td>EDUC</td>
<td>2312 Computers in Education</td>
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<td>ELED</td>
<td>2313 Fundamentals of Language and Reading</td>
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<td>MLED</td>
<td>3301 Adolescent Development</td>
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<tr>
<td>ECE</td>
<td>3233 Diversity/ young learners</td>
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<tr>
<td>EDUC</td>
<td>3235 Education/Cultural/ Diversity</td>
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3. Transfer students must complete the residence requirements at the University of Arkansas at Pine Bluff to receive a recommendation for licensure.

4. The School of Education reserves the right to make the final decision regarding placement for the student teaching assignments.

5. Teacher candidates must earn a letter grade of “C” or better in all teacher education courses.

6. Students who hold a non-teaching degree from an accredited four-year institution and are seeking teacher licensure must meet the requirements of the School of Education and the licensure requirements as established by the Arkansas State Board of Education. These requirements are:

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<th>Requirement</th>
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<tr>
<td>g. General Education requirements</td>
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<td>h. Professional Education requirements</td>
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<td>i. Specialization requirements</td>
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<td>j. Test requirements: All parts of both the PRAXIS I and the PRAXIS II Series</td>
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7. All education majors must be formally admitted to the school of Education and the
UNIT ASSESSMENT SYSTEM: TRANSITION POINT ASSESSMENTS FOR INITIAL CANDIDATES (UNDERGRADUATES)

The following are the steps needed for matriculation through the School of Education’s Curriculum and Instruction Department, Health, Physical Education & Recreation Department and all other Degree Programs in the School of Education.

NAVIGATING THE SCHOOL OF EDUCATION IN 10 STEPS
(Step-by-Step Plan to Assist School of Education (SOE) Majors)

Teacher candidates should visit their advisors regularly, use this plan as guide to School of Education requirements, and refer to the accompanying page for the assessments required at each transition point within the School of Education.

STEP 1—Freshman enters University College and declares education as a major. Candidate completes a School of Education Profile/Application.

STEP 2—Freshman takes placement examinations and completes required developmental courses including the School of Education course—Testing Seminar.

STEP 3—Freshman/sophomore completes general education requirements including the SOE course—Foundations and Development of American Education. Students begin their entry level SOE portfolio in this class.

STEP 4—Sophomore exits University College and passes Praxis I. Students, now called teacher candidates, may begin taking the unrestricted courses listed in the Step 7 prior to exiting University College and admission to the School of Education.

STEP 5—Candidate applies by March 15/October 20 deadline and receives admission to the School of Education. Candidate submits the entry level School of Education portfolio.

STEP 6—Candidate completes all the unit’s required unrestricted courses: Survey of Exceptional Children, Computers in Education or pass a technology examination, Human Growth and Development, Education for Cultural Diversity, Instructional Media and Technology, and other unrestricted courses in candidate’s degree program. Candidate adds artifacts from each of these courses to the School of Education portfolio.

STEP 7—Candidate completes other restricted professional education courses: Psychology of Learning and Teaching, Classroom/Behavior Management, Tests and Measurements, his/her degree program specialty course requirements, and passes Praxis II: Content (Specialty Area) examinations. Candidate adds artifacts from each of these courses to the School of Education portfolio.

STEP 8—Candidate applies by the March 15/October 20 deadline preceding semester to student teach and receives admission to the professional semester. Candidate submits the mid-level School of Education portfolio.

STEP 9—Candidate successfully completes the professional semester and submits the exit level School of Education portfolio.
STEP 10—Candidate passes Praxis II: Principles of Learning and Teaching/Pedagogy and graduates.

### School of Education Assessments at Transition Points (Initial Candidates)

<table>
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<th>Entry Level-Admission Assessments</th>
<th>Mid Level-Professional Semester Assessments</th>
<th>Exit Level—Graduation Assessments</th>
<th>Follow-Up Assessments</th>
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<tr>
<td>Complete these courses with grade of “C” or better: ENGL 1311 &amp; 1321; SPCH 2390; MATH 1330; EDUC 1302 (Official transcript)</td>
<td>Complete all education course work with a grade of “C” or better (Official transcript)</td>
<td>Complete Praxis II Examination—Principles of Learning and Teaching (Praxis Score Report)</td>
<td>Student Teacher Survey (Survey Results)</td>
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<td>Minimum 2.75 GPA (Official transcript)</td>
<td>Maintain a 2.75 GPA (Official transcript)</td>
<td>Submit Portfolio for Review/Conference Exit-Level Portfolio (Exit-Level Portfolio Rating Form)</td>
<td>Graduate Follow-up Survey (Survey Results)</td>
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<tr>
<td>Successfully complete Praxis I (Praxis Score Report)</td>
<td>Successfully complete Praxis II—(Content Area) (Praxis Score Report)</td>
<td>Successfully complete Professional Semester (Cooperating Teacher and University Supervisor Final Evaluation Reports)</td>
<td>Employer Satisfaction Survey (Survey Results)</td>
</tr>
<tr>
<td>Exit University College (UC) (Exit UC Form)</td>
<td>Complete Formal Application for Professional Semester (Formal Application)</td>
<td>Student Teacher Exit Interview Form (Exit Interview Form)</td>
<td>Title II Report (Title II Report)</td>
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<td>Complete a Formal Application to SOE (Formal Application)</td>
<td>Submit Criminal Background Check &amp; Authorization for Release of Confidential Information Contained Within the Arkansas Child Maltreatment Central Registry (State Police &amp; Licensure)</td>
<td>Recommendation for Licensure (Initial) (Application for Teaching License Form &amp; Supporting Documents)</td>
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<tr>
<td>Complete Admission Interview Interview Rating Form</td>
<td>Submit a Portfolio for Review/Conference Mid-Level Portfolio (Mid-Level Portfolio Rating Form)</td>
<td></td>
<td>Licensure (Standard) (Copy of License)</td>
</tr>
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<td>Faculty Recommendations Disposition I a. Self-Rating Form b. Faculty Rating Form</td>
<td>Faculty Recommendations Disposition II a. Self-Rating Form b. Faculty Rating Form</td>
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<td>Complete CAAP Examination (Student Test Result Page)</td>
<td>Student Teacher Clearance Forms (2) (Clearance Forms)</td>
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<td>Submit Entry-Level Portfolio for review Entry-Level Portfolio (Entry-Level Portfolio Rating Form)</td>
<td>S-AEA Membership</td>
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Revised May 28, 2009; June 10, 2009; May 4, 2012
CHAPTER II

TEACHER CANADIDATE PROFESSIONAL DISPOSITIONS AND SKILL CRITERIA

The unit prepares teacher candidates to be professionals able to work with all students, parents, community members and their colleagues. Undergraduate and graduate candidates are taught the need for cultural responsibility and practices in the development of sensitivity and understanding of values, lifestyles, and attitudes of individuals in diverse groups found in a pluralistic society. Candidates must demonstrate through cooperative and collaborative efforts their willingness to relate effectively with all individuals from such groups and model exemplary skills in communication, demeanor, ethics and ethical conduct when interacting with students, other teachers, parents and administrators. These professional dispositions and skills that are needed for all educational settings are a part of the unit’s conceptual framework: The Teacher as Promoter of Academic Excellence. Within this conceptual framework, two areas and their sub-areas specifically address the teacher candidates’ need for professionalism as an educator. These areas are Professionalism: ethics and ethical conduct and commitment to teaching and diversity: human relations skills, appreciation for cultural diversity and respect for human diversity.

PROFESSIONALISM:

a. Ethics and Ethical Conduct – Candidate demonstrates professional behaviors in the areas of confidentiality, academic issues, relationships with colleagues, supervisors, administrators and research issues. Also, candidate maintains an appropriate level of professional ethics in terms of personal conduct, academic integrity, emotional maturity and professionalism (follows school policies, dresses appropriately and conducts oneself in a professional manner.)

b. Commitment to Teaching – Candidate is punctual and shows persistence in completion of tasks. Candidate is prepared with several possible actions (teaching methods/strategies), and conveys a sense of commitment to the use of alternatives, persisting in the search for an effective approach so all students can meet the learning goals. Candidate uses appropriate services to meet exceptional learning needs.

HUMAN DIVERSITY:

a. Human Relations Skills – Candidate demonstrates socially acceptable behaviors in attitudes toward students, parents, teachers, administrators and other staff. Candidate is positive, polite, cooperative, productive, and sensitive to the needs of other and a team player. Candidate establishes and maintains an environment of respect and rapport with all students. Candidate communicates effectively in both written and oral forms.

b. Diversity – Candidate demonstrates a multicultural perspective in selecting materials, teaching methods, and appropriate technology. Candidate respects students as individuals with differing personal and family backgrounds and various skills, talents and interests and believes that all students can learn. Candidate shows respect for diverse talents of all learners and is committed to helping them develop self-confidence and competence. Candidate uses appropriate services for resources to meet exceptional learning needs.
THE TEACHER EDUCATION PROGRAM AND ITS RELATIONSHIP TO FIELD-BASED AND CLINICAL EXPERIENCES

Field-based and clinical experiences at UAPB are an integral part of the professional program. The program is based upon a thematic model for teacher preparation, the **Teacher as a Promoter of Academic Excellence (TPAE)**. The TPAE model incorporates what we and others collectively consider are the important concepts essential for preparing beginning teachers. The TPAE model, in part, was derived from, and based upon the following ideas/beliefs:

1. Schooling is not only an educational activity/phenomenon, but is also a sociological and political activity that crosses multiple contexts of Community Global Issues.

2. Schools are faced with increasing numbers of “at risk” students in terms of their educational and psychological readiness/willingness for traditional school learning. The teacher needs to have an appreciation for and respect for Diversities.

3. Tomorrow’s teachers must be prepared to be comfortable with a range of cultural diversity and have experience in educational settings where cultural pluralism is evident. In this region where they will likely practice, the teacher should possess the Human Relations Skills which strengthens their commitment to Diversity.

4. Educators must become “instructional advocates”, developing the skills for collaborating, consulting, and referring to effectively educate youngsters and to minimize related school inequalities/disequilibrium. The TPAE modeled teacher is fully aware of individual differences in children. The level of expectations is high for each child.

5. Teachers must project a belief in the abilities of all children and adopt the concept of “differential talent”.

6. Teachers must develop the general intellectual skills necessary to speak, write, think effectively and to model “civic intelligence” and related value orientations. The TPAE modeled teacher is committed as a promoter of academic excellence.

7. Teachers must be well grounded in the content and methodology of chosen academic specializations, and in the related “learning how to learn” strategies, as teachers and school systems face a period of continuing information explosion. The TPAE modeled teacher is committed to teaching and is willing to utilize sound instructional approaches, organize and manage the classrooms, select materials and resources as professional educators.

8. Teaching as a professional activity implies change and development over time, which is furthered when one, has the disposition for reflection and doubt. The TPAE modeled teacher is cognizant of the need for continued professional growth activities.

9. Schooling does not take place exclusively on school property, effective teachers are able to transact in the educational ecology of students and their various social-cultural contexts, utilize the community and the world (globe) as their classroom laboratory.

10. Significant numbers of students will attend public schools from homes where a changing family structure is
at risk for promoting and supporting the educational development of youngsters. The TPAE Modeled Teacher is aware of the “Quality of Life” for each student.

11. Technology is an **indispensable, instructional tool**; therefore, it is essential that teachers are aware of the current technological advances for educating students.

12. We believe that an alignment between the **TPAE Model** and the Arkansas Licensure Standards for Beginning Teachers is essential for the development of **Competent Teacher Candidates**.

The Conceptual Framework, including the professional content and related training experiences, for TPAE Model is organized into Six (6) major domains:

1. Assessment
2. Knowledge of Content
3. Diversity
4. Knowledge of Community and Global Issues
5. Professionalism
6. Technology

The above domains are the frameworks for design, development, and revision in the program. Field Experience Activities for each teacher candidate is an integral part to this framework.
The Rules Governing the Code of Ethics for Arkansas Educators defines standards for professional conduct for all licensed educators in the state. The Arkansas State Board of Education approved this code on June 9, 2008. They are effective as of September 1, 2008.

The professional, ethical educator contributes to the development and maintenance of a supportive, student-centered learning community that values and promotes human dignity, fairness, care, the greater good and individual rights. These values are the ethical premise for the standards of professional behavior and ethical decision-making established in the Code of Ethics for Arkansas Educators.

By establishing standards of ethical conduct, this code promotes the health, safety, and general welfare of students and educators and ensures the citizens of Arkansas a degree of accountability within the education profession.

The Rules Governing the Code of Ethics for Arkansas Educators include definitions, the seven standards of the Code of Ethics, disciplinary actions, procedures for the investigative process and the final determination of alleged ethics violations, fines and fees, and explanations and guidelines to clarify the intent of the standards of professional conduct. The Rules may be found in the entirety at http://arkansased.org by clicking on “Rules,” the by clicking on “Current Rules.”

All educators are encouraged to take advantage of professional development opportunities to become thoroughly knowledgeable of the Code of Ethics for Arkansas Educators through local school districts, education service cooperatives, colleges and universities, the Arkansas Education Association and the Arkansas Department of Education.
## Code of Ethics for Arkansas Educators

### STANDARDS:

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<th>An educator maintains a professional relationship with each student, both in and outside, the classroom.</th>
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<td>An educator maintains competence regarding skills, knowledge and dispositions relating to his/her organizational position, subject matter, and/or pedagogical practice.</td>
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<td>3</td>
<td>An educator honestly fulfills reporting obligations associated with professional practices.</td>
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<tr>
<td>4</td>
<td>An educator entrusted with public funds property honors that trust with honest, responsible stewardship.</td>
</tr>
<tr>
<td>5</td>
<td>An educator maintains integrity regarding acceptance of any compensation or favor that might impair or appear to influence professional decisions or actions and shall refrain from using the educator’s position for personal gain.</td>
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<tr>
<td>6</td>
<td>An educator keeps in confidence secure standardized test material as well as information about students and colleagues obtained in the course of professional service unless discourse serves a professional purpose or is allowed or required by law.</td>
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<td>7</td>
<td>An educator refrains from using, possessing, and/or being under the influence of alcohol, tobacco, or unauthorized drugs while on school premises or at school-sponsored activities involving students.</td>
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Authorization for Release of Confidential Information
Contained Within the Arkansas Child Maltreatment Central Registry

I hereby request that the Arkansas Child Maltreatment Central Registry, PO Box 1437, Slot S 566, Little Rock, Arkansas 72203, release any information their files may contain indicating the undersigned applicant as an offender of true report of child maltreatment. Arkansas law now permits Central Registry to charge a fee for child maltreatment background checks, investigative files, photos, audio and video recordings. This fee applies to everyone except potential employees of DCFS, non-profit organizations and indigent persons. This request will be processed if you return it to us with a check or money order for $10.00 made payable to the Department of Human Services. We are unable to accept cash. If you feel that you should not have to pay this fee, please provide us with your proof of 501C3 Please allow 7-10 business days for processing.

This information should be mailed to:
Professional Licensure
Arkansas Department of Education
Four Capitol Mall, Room 106B, Little Rock, Ar. 72201
Telephone Number: 501-682-4342

I understand that the name of any confidential informants, or other information which does not pertain to the applicant as alleged perpetrator, will not be released.

Please Check One:

____ Licensed Educator
____ Non-licensed Employee / Classified

 applicant’s Name (print or type)
Maiden Name/Aliases
Race Age and DOB
Present Address:

 From_______ to _______________
Past Address:

 From_______ to _______________

Applicant Phone Numbers:
Home: ______________________
Cell: ______________________
Work: ______________________

Social Security Number
Full Name and DOB children
Full Name and DOB children
Full Name and DOB children
Full Name and DOB children

District Contact Person Phone Number Fax Number

School Mailing Address School District LEA Number

County of ___________________________ State of Arkansas
Acknowledges before me this _____day of ________________________20 ______.
My commission expires: __________________________________________

Applicant’s Signature

Notary Public
THE FIELD EXPERIENCES PROGRAM SUPPORTS
THE FOLLOWING
SCHOOL OF EDUCATION GOALS:

1. To prepare highly qualified individuals for careers as professional educators, recreational specialists, or human service professionals through a variety of degree programs and endorsements which embody the skills in the art and science of teaching, varied methods and materials of instruction, social, cultural and human diversity skills, and competency in the use of effective methods of evaluation.

2. To prepare and help teacher candidates to demonstrate the candidates’ proficiencies as outlined in the unit’s conceptual framework.

3. To recruit a diverse teacher candidate population.

4. To provide teaching and research that contributes to and combines theory with educational practices so that both are relevant to the needs of society as a whole.

5. To collaborate with P-12 partnership schools in the training of professionalism.

6. To prepare university teacher candidates to assume the role of teachers, contributing citizens, and educational advocates.

7. To develop opportunities for university teacher candidates to observe and work with P-12 students at various stages of development in many educational settings.

8. To enhance professionalism, teacher expectations and global issues through participation in professional development activities and professional organizations.

9. To keep the public aware of the need for maintaining a viable pool of minority teachers for the nation’s classrooms.

10. To develop an understanding of the importance of interpersonal skills and relationships necessary to work effectively with all members of the community.
SCHOOL OF EDUCATION
GUIDING PRINCIPLES FOR FIELD EXPERIENCES ARE:

Field experiences should reflect the unit’s conceptual framework and all assignments should be based on the seven dimensions that are represented on the conceptual framework T-PAE (The Teacher as a Promoter of Academic Excellence) model. The six dimensions are: Assessment, Knowledge of Content, Diversity, Knowledge of Community and Global Issues, Professionalism, and Technology.

1. Field experiences should be documented and evaluated by both the university instructor/faculty and the cooperating teachers.

2. Field experiences should represent twenty-five to fifty percent of the teacher candidates’ grades for a particular course.

3. Field experiences should be course specific, content driven with appropriate accountability, diversity, and assessment built into each course.

4. Field experiences should build the teacher candidates’ degree of involvement and responsibility with effective teaching and classroom management strategies increasing as they progress in the program.

5. Field experiences should exist in an environment that evidences a strong meaningful relationship between the local education community and the University of Arkansas at Pine Bluff, with the concept of diversity as an integral operating component.

6. Field experiences should be designed to help teacher candidates acquire the needed knowledge, skills, and dispositions in a variety of settings appropriate to their discipline of study.

7. Field Experiences should help in building character of the teacher candidates as well as helping them in learning teaching/classroom management strategies.

8. Field experiences should provide challenges for teacher candidates to acquire under supervised guidance an understanding of the teaching-learning process.

9. Field experiences should help teacher candidates gain knowledge of the actual problems relating to teaching.

10. Field experiences should help teacher candidates with mastery of the skills involved in guiding the learning of P-12 students that will also help teacher candidates develop the competence that is necessary to begin, or in some cases, continue with the education profession.

11. Field Experiences should be progressive with the Professional Semester/Student Teaching (Level III Field Experiences) as the culminating experience.
CHAPTER III
GOVERNANCE, MANAGEMENT, AND RESPONSIBILITY FOR FIELD-BASED AND CLINICAL EXPERIENCES

The professional education “unit” at The University of Arkansas at Pine Bluff is the School of Education, which has the overall administrative responsibility for teacher education at UAPB, including its programs and operational aspects. The Clinical-Field Based Program is administered by the Coordinator of Field Experiences.

The Coordinator of Field Experiences is responsible for the overall management and direction of the program. In this function, the Coordinator is the liaison and link with the cooperating public schools where the majority of experiences are integral to specific professional education courses. Individual faculty members assume a large share of the responsibility for monitoring placements and evaluating progress.

Primarily, the Coordinator of Field Experiences is responsible for structuring the program to accomplish the following:

1. Reflect the training mission and theme in the specific experiences and activities.

2. Insure that policies and practices are in compliance with NCATE and Arkansas Department of Education Licensure Standards.

3. Insure that the experiences and activities are appropriate for classroom teaching roles.

4. Coordinate orientation for field program personnel and UAPB faculty.

5. Monitor site selection and field instructor selection.

6. Obtain and evaluate data to monitor and/or support the program.

Overall, the School of Education is the “Conduit” for effecting review and change in program policies and practices, including clinical and field-based experiences. Current policies and practices were developed by unit administrators with input by faculty, teacher candidates, and P-12 school personnel.

Suggestions for changes can be initiated by any participating partner. All proposals are reviewed and approved by the Admission, Retention and Exit Committee and the Teacher Education Committee.
OTHER RESPONSIBILITIES OF THE OFFICE OF THE COORDINATOR OF FIELD EXPERIENCES ARE:

1. Establishes formal relationships with local education agencies.
2. Serves as the clearing house for all Level I, II, & III Field Experiences.
3. Develops appropriate forms/documentation materials.
4. Evaluates the Field Experiences Program and makes recommendations for changes as needed.
5. Visits student teachers and cooperating teachers at their assigned sites to collect various data that’s required from each during level of field experiences.
6. Organizes and makes agendas for special guest to come and present/share with teacher candidates on professional topics during Student Teachers Clinical Seminars.
7. Insures that policies and practices are in compliance with the National Council for Accreditation of Teacher Education (NCATE) and the Arkansas Department of Education (ADE) licensure standards.
RESPONSIBILITIES OF THE UNIVERSITY FACULTY SUPERVISOR ARE:

1. Identify content-specific field experiences that can be provided to the cooperating teacher prior to the beginning of the field experience.
2. Establish a process for providing feedback to teacher candidates relative to the field experience.
3. Supervise students/teacher candidates during field experience, as much as possible.
4. Visits teacher candidates and cooperating teachers at their assigned sites to collect various data that’s required from each during Level I and II Field Experiences.
5. Maintain appropriate written documentation of field experience activities and supply a copy to the Office of the Coordinator of Field Experiences.
6. Establish and maintain relationships with schools that will facilitate field experiences.
7. Consult with the classroom cooperation teacher and the teacher candidate to evaluate personal and professional growth.
8. Complete final summary assessment for Level I, II and III field experiences.
9. Complete Evaluation of Student Teacher by University Supervisor form each time a student teacher is observed during student teaching/Level-III field experiences.
RESPONSIBILITIES OF TEACHER CANDIDATES ARE:

1. The teacher candidate is expected to be present and on time at the assigned school.
2. The teacher candidate must be dressed appropriately; in good taste, neat in appearance, and well groomed.
3. If a teacher candidate wears braids, his/her hair should be well groomed at all times.
4. Male teacher candidates are asked not to wear earrings or sagging pants at any time while completing field experiences with P-12 students.
5. Female teacher candidates are asked not to wear nose rings, eyebrow rings, more than one pair of earrings at a time, revealing blouses, short tops, tank-tops, tight-tight pants, hats, nor should they wear non professional head-wear.
6. The teacher candidate must keep in confidence any information, which pertains to assigned schools, teachers and P-12 students.
7. The teacher candidate must have a receptive attitude toward suggestions and constructive criticism.
8. The teacher candidate must abide by all the rules that apply to students and teachers.
9. The teacher candidates must complete ten (10) clock hours of field experiences for all Level-I courses and must complete fifteen (15) clock hours for all Level-II field experiences courses. All teacher candidates should accumulate approximately forty (40) clock hours in level I field experiences courses, approximately seventy-five (75) clock hours in level II field experiences courses, and approximately five hundred sixty (560) clock hours of level III field experiences.
10. The teacher candidate must complete the above stated required number of hours of field experience per course. For example; a teacher candidate, who may be enrolled in MLED 3301 Adolescent Development, an education course which requires fifteen (15) hours of field experiences, and at the same time is enrolled in MLED 3302 Psychology of Learning and Teaching, another education course which requires fifteen (15) hours of field experiences, is required to complete thirty (30) clock hours of field experiences. No exceptions.
11. The teacher candidate must maintain the following items while in his/her assigned schools: A Field Experience Attendance Log that’s signed and approved by the cooperating teacher(s), A Cooperating Teacher Evaluation of Teacher Candidate Level-I and II Field Experiences form that is completed by the cooperating teacher, Level-I or Level-II Field Experience Assignment form must be typed using 1.5 spacing, and Field Experience Documentation form must be completed and submitted to your university class instructor. (See Appendices pages 43-48 of this handbook for above mentioned forms)
RESPONSIBILITIES OF COOPERATING TEACHERS ARE:

1. The cooperating teacher is asked to provide an atmosphere of emotional security and stability and an environment which the teacher candidate can develop positive feeling about his/her teaching abilities.

2. The cooperating teacher is asked to demonstrate that the success of a teacher necessitates constant effort toward self-improvement.

3. The cooperating teacher is asked to give constructive criticism to the teacher candidate throughout the field placement.

4. The cooperating teacher is asked to observe, critique, and assist the teacher candidates in developing skills necessary to function effectively in the classroom.

5. The cooperating teacher evaluates Level-I and II field experiences for teacher candidates on assessment forms that document their visits and level of participation only once formally.

6. The cooperating teacher evaluates Level-III student teachers at the end of the second and fourth week of the seventh and one half week period at each site, and again near the end of the teaching assignment conducts a final evaluation which consist of completing the following forms: Final Evaluation of Student Teacher by Cooperating Teacher, Cooperating Teacher Feedback Survey, and Student Teacher Report File by Cooperating Teacher.

7. Cooperating teachers provide teacher candidates and student teachers with appropriate feedback on their professional practice using the appropriate above mentioned evaluation guides that are designed to match the competencies of the unit’s conceptual framework.

8. The cooperating teacher conducts a Feedback Survey on student teachers during Level-III field experiences.
Chapter IV

PURPOSE OF FIELD-BASED AND CLINICAL EXPERIENCES

Primarily, the purpose of field-based and clinical experiences is to prepare students to work effectively in specific professional roles. These experiences are the vehicles for integrating, translating, and applying professional knowledge and best practice. The general objectives of the program are for teacher education candidates to:

Participate directly in a variety of teaching-learning settings concurrently with the academic portion of their program.

1. Apply principles and strategies from the campus-based program in specific field settings.
2. Become involved in field activity by degrees, with increasingly more responsibility at each successive level.
3. Have contact and experience with learners from a range of educational, social, cultural, and family backgrounds.
4. Observe the professional skills and related abilities of practitioners.
5. Have contact and experience with learners who have a range of intellectual and academic skills and social achievements.
6. Test one’s personal-social suitability and commitment for a career in teaching.
7. Use and enhance professional communication and human relation skills.
8. Observe and become aware of the relationship between school, home, neighborhood, and community contexts.
9. Observe school organization patterns, operational procedures, and related expectations or norms for professional practice.
10. Participate in classroom instructional activities as assigned by the cooperating teacher procure pertinent information about classroom management skills via interviewing teachers and critique room arrangement.
11. Plan a unit on a science/mathematics concept or any other related major concept and teach that unit to a class of students in one of UAPB’S partner public school districts.
12. Work directly with the practicing professional just prior to the student teaching semester observing and participating in developmental appropriate classroom activities that mesh with the student’s cognitive, social, emotional and physical development.
CHAPTER V

LEVEL I AND II FIELD EXPERIENCES

The Teacher Education Program provides a variety of pre-student teaching field experiences, which must be completed in a P-12 school setting appropriate to the teacher candidate’s Content Specialization. All teacher education majors will complete the field experiences outlined below as they occur within the sequence of professional education Core Requirements.

LEVEL I

Teacher candidates enrolled in EDUC 1200 or ECE 1201- Foundations & Development of American Education and SPED 2300 - Survey of the Exceptional Child participates as observers/participants at the Elementary, Middle and Secondary School Levels. * Level-I Field Experiences normally take place just prior to one being admitted to the School of Education and are designed to aid the teacher candidates in making a more informed decision about teaching as a career and observe the dispositions that must be possessed by teachers in order for them to have a successful career and a good rapport with diverse student populations. ** These observations/experiences should increase the teacher candidates’ understanding of Teaching as a Career, Organizing Content Knowledge for Student Learning and Articulating clear learning goals for the lesson that are appropriate to the students. During level I- Field Experiences, the teacher candidate visits participatory public schools, observes the operation at various grade levels and gain a complete perspective of the teaching profession. In SPED 2300- Survey of the Exceptional Child, teacher candidates will be required to write a letter to the professor describing their learning characteristics, gifts and talents, and any special needs. Teacher candidates are asked to include teaching and learning strategies that they found that were helpful for their learning style. During field experiences in special needs classes, a teacher candidate will also explain what he/she knows about learning disabilities (for example: definition, characteristics, teaching strategies, etc.) Ref: CF Professional Growth

For a minimum of ten (10) clock hours

During Level I-Field Experiences, the teacher candidates visit public schools, and observe at various grade levels from pre-school through 12th grade.

Level I experiences are varied and may include but are not limited to observing in classrooms, etc. Level I courses should be taken earlier on in the teacher candidates’ college careers. The teacher candidates at this level should observe the cooperating teachers as they go through the process of organizing and managing the physical learning environment; use of materials, equipment, indoor space, and outdoor space. The candidates also observe P-12 student/teacher interactions and P-12 student/P-12 student interactions and relationships.
LEVEL II

Teacher Candidates at Level II have been admitted to the School of Education and are developing new skills and competencies. Teacher Candidates at this level are assigned to a designated area e.g., class or grade level, in a P-4, an Elementary, a Middle Level, a Junior High or a Senior High School. At Level II, teacher candidates will spend a minimum of 15 clock hours observing the professional classroom teacher and participating in an actual public school classroom setting. The teacher candidates will be provided time for experimenting with various methods and techniques that professors present as part of their classes. For example, teacher candidates may experiment with and observe the grouping process. As a result, they will probably understand the benefits and short comings of this method better than if they have to rely only on lectures. It is also quite possible that teacher candidates would be more likely to incorporate such methods in their own classes. The teacher candidate is observed by the university professor, assistant professor, associate professor, class instructor/supervisor and the cooperating teacher as he/she develops lesson plans, teaches small groups, tutor students in the classroom, and studies/observes classroom and behavioral management methods and procedures. Classroom experiences at this level provide the teacher candidate’s actual first-hand experiences which bridge the gap between theory and practice, thereby, expanding and strengthening the student’s knowledge of the teaching/learning process. Actual classroom situations help the Level II teacher candidate identify areas in his/her study that needs special attention or emphasis. Content and methods classes begin to fit into the overall framework which leads to one becoming “a teacher”. Additional classroom experiences include assisting with individual and small group work, tutoring students, helping in the supervision of students, preparing materials and assisting the cooperating teacher in daily routine classroom activities. These Level II experiences are mandatory and they must be done in one and two class period segments per visit for fifteen clock hours in order to get a true feel for the teaching profession. Teacher candidates will not be allowed under any circumstances to complete their field experiences in lengths of three, four, five, six, seven, and eight class periods during any one setting. When done correctly, these experiences are also helpful to teacher candidates in reducing the disparity between theory and practice.

Prerequisite for taking Level II –Courses:
1. Passing all three parts of Praxis I Series
2. Admission to the School of Education

Prerequisites for Admission to the School of Education are:
1. Exit University College
2. Pass all three parts of the Praxis I Series

In order for a teacher candidate to move smoothly through the Teacher Education Program, he/she must pace him/herself and complete the above prerequisites during his/her sophomore year. When teacher candidates have completed the above, he/she will be eligible to register for any desired Level II Course, unless, the course desired has an additional listed prerequisite. One good example of that would be:

ECE 3305-Psychology Applied, EDUC 3302 Psychology of Learning & Teaching (3)-An in-depth study of the learning processes and the major theories of learning. Prerequisite: General Psychology 2300 and admission to the School of Education. Fifteen (15) clock hours of field experiences required.
CHAPTER VI

DESCRIPTION FOR LEVEL II FIELD-BASED EXPERIENCES

**EDUC 3301:** Human Growth & Development (3 hours): A junior level course; minimum 15 clock hours field experiences required. Teacher candidates observe classroom setting for the stages and characteristics of human development with emphasis on physical, cognitive, and sociological aspects. Teacher candidates will experience guided involvement in a variety of classroom tasks or routines at the directions of the cooperating teacher.

**ECE 3301:** Child Development (3 hours): A junior level course; minimum 15 clock hours field experiences required. Teacher candidates observe classroom setting for the stages and characteristics of human development with emphasis on physical, cognitive, and sociological aspects. Teacher candidates will experience guided involvement in a variety of classroom tasks or routines at the directions of the cooperating teacher.

**MLED 3301:** Adolescent Development (3 hours): A junior level course; minimum 15 clock hours field experiences required. Teacher candidates observe classroom setting for the stages and characteristics of human development with emphasis on physical, cognitive, and sociological aspects. Teacher candidates will experience guided involvement in a variety of classroom tasks or routines at the directions of the cooperating teacher.

**ECE 3355:** Psychology Applied to Teaching Young Children (3 hours): A junior level course; minimum 15 clock hours field experiences required. Teacher candidate maintains a Reflective Journal that includes reflections on teaching styles, P-12 student/teacher relationships; classroom management; learning styles of P-12 students; methods of assessment; motivational techniques. Also, teacher candidates are required to do an in-depth study of the learning process and the major theories of learning as well as actively participate in classroom activities at the directions of the cooperating teacher on limited bases.

**EDUC 3302:** Psychology of Learning and Teaching (3 hours): A junior level course; minimum 15 clock hours field experiences required. Teacher candidate maintains a Reflective Journal that includes reflections on teaching styles, P-12 student/teacher relationships; classroom management; learning styles of P-12 students; methods of assessment; motivational techniques. Also, teacher candidates are required to do an in-depth study of the learning process and the major theories of learning as well as actively participate in classroom activities at the directions of the cooperating teacher on limited bases.
**MLED 3302:** Psychology of Teaching Adolescent Learners (3 hours): A junior level course; minimum 15 clock hours field experiences required. Teacher candidate maintains a Reflective Journal that includes reflections on teaching styles, P-12 student/teacher relationships; classroom management; learning styles of P-12 students; methods of assessment; motivational techniques. Also, teacher candidates are required to do an in-depth study of the learning process and the major theories of learning as well as actively participate in classroom activities at the directions of the cooperating teacher on limited bases.

**ECE 3303:** Guiding Young Children’s Behavior (3 hours): A junior or senior level methods course; minimum of fifteen (15) clock hours field experiences required. Teacher candidates will observe and participate in data collection, participate in at the direction of the cooperating classroom teacher in implementing behavior change program. Teacher candidates participates in classroom instructional activities as assigned by the cooperating teacher, procure pertinent information about classroom management skills via interviewing teachers, critique room arrangement. Teacher candidates will also observe techniques of discipline, educational teaching strategies and classroom organizational patterns.

**EDUC 3303:** Classroom/Behavior Management (3 hours): A junior or senior level methods course; minimum of fifteen (15) clock hours field experiences required. Teacher candidates will observe and participate in data collection, participate in at the direction of the cooperating classroom teacher in implementing behavior change program. Teacher candidates participates in classroom instructional activities as assigned by the cooperating teacher, procure pertinent information about classroom management skills via interviewing teachers, critique room arrangement. Teacher candidates will also observe techniques of discipline, educational teaching strategies and classroom organizational patterns.

**EDUC 4301:** Classroom/Behavior Management (3 hours): A junior or senior level methods course; minimum of fifteen (15) clock hours field experiences required. Teacher candidates will observe and participate in data collection, participate in at the direction of the cooperating classroom teacher in implementing behavior change program. Teacher candidates participates in classroom instructional activities as assigned by the cooperating teacher, procure pertinent information about classroom management skills via interviewing teachers, critique room arrangement. Teacher candidates will also observe techniques of discipline, educational teaching strategies and classroom organizational patterns.

**ECE 4304:** Developmentally Appropriate Assessment Techniques for Young Children (3 hours): A junior level course; minimum of fifteen (15) Clock hours field experiences required. Teacher candidates observe classroom routines and evaluation procedures used by cooperating classroom teachers for developing and analyzing test/ teacher-made and standardized. Assist the cooperating teacher with whole or small group testing procedures so that the teacher candidate can make decisions that will improve teaching and learning.
**EDUC 3305:** Tests and Measurements (3 hours): A junior level course; **minimum of fifteen (15)** Clock hours field experiences required. Teacher candidates observe classroom routines and evaluation procedures used by cooperating classroom teachers for developing and analyzing test/ teacher-made and standardized. Assist the cooperating teacher with whole or small group testing procedures so that the teacher candidate can make decisions that will improve teaching and learning.

**MLED 3366:** Assessing Middle Level Learners (3 hours): A junior level course; **minimum of fifteen (15)** Clock hours field experiences required. Teacher candidates observe classroom routines and evaluation procedures used by cooperating classroom teachers for developing and analyzing test/ teacher-made and standardized. Assist the cooperating teacher with whole or small group testing procedures so that the teacher candidate can make decisions that will improve teaching and learning.

**ELED 4301:** Integrated Language Arts & Social Studies Methods (3 hours): A junior level methods course designed for P-4, Early Childhood, (4-8) Middle Level, & Special Education Majors. The teacher candidate observes and participates in the teaching of Language Arts and Social Studies activities in a diverse classroom setting with a certified cooperating teacher for his/her particular major. **A minimum of fifteen (15)** clock hours of field experiences required.

**MLED 4301:** MM Language Arts & Social Studies Methods (3 hours): A junior level methods course designed for P-4, Early Childhood, (4-8) Middle Level, & Special Education Majors. The teacher candidate observes and participates in the teaching of Language Arts and Social Studies activities in a diverse classroom setting with a certified cooperating teacher for his/her particular major. **A minimum of fifteen (15)** clock hours of field experiences required.

**ELED 4302:** Integrated Mathematics/Science Methods (3 hours): A junior level methods course designed for PK-4 Early Childhood Education, Elementary, Middle Level, and Special Education Majors that involve planning a unit on Science and/or Mathematics Concepts and teaching this unit to a class of students in one of the P-12 partnership schools in the city of Pine Bluff. **A minimum of fifteen (15)** clock hours of field experiences required.

**MLED 4302:** MM Mathematics/Science Methods (3 hours): A junior level methods course designed for PK-4 Early Childhood Education, Elementary, Middle Level, and Special Education Majors that involve planning a unit on Science and/or Mathematics Concepts and teaching this unit to a class of students in one of the P-12 partnership schools in the city of Pine Bluff. **A minimum of fifteen (15)** clock hours of field experiences required.
RNDG 4310: Teaching Reading to Young Children (Methods Course 3 hours): A Junior Level Methods course designed for P-4 - Early Childhood Education, Middle Level, and Special Education Majors. This course will outline the five (5) Essential Elements of Reading which include: **Phonemic Awareness, Phonics, Vocabulary, Fluency and Text Comprehension.** This class will also prepare the teacher candidates to teach Reading in the classroom in a way to ensure that all students will be reading on Grade Level by third (3rd) Grade (No Child Left Behind). The teacher candidate participates in classroom teaching activities as assigned by the Reading Teacher for the classroom teacher. Content specific pedagogy for the teaching of reading: course assignments related to field experiences; collect and administer an informal reading inventory; interview teachers on various teaching techniques, diversity, working with parents, etc. The teacher candidate will be responsible for maintaining a journal of participatory activities. **A minimum of fifteen (15) clock hours field experiences required.**

ELED 3315: Teaching Reading in the Elementary School II (3 hours Methods Course): A Junior Level Methods course designed for P-4 - Early Childhood Education, Middle Level, and Special Education Majors. This course will outline the five (5) Essential Elements of Reading which include: **Phonemic Awareness, Phonics, Vocabulary, Fluency and Text Comprehension.** This class will also prepare the teacher candidates to teach Reading in the classroom in a way to ensure that all students will be reading on Grade Level by third (3rd) Grade (No Child Left Behind). The teacher candidate participates in classroom teaching activities as assigned by the Reading Teacher for the classroom teacher. Content specific pedagogy for the teaching of reading: course assignments related to field experiences; collect and administer an informal reading inventory; interview teachers on various teaching techniques, diversity, working with parents, etc. The teacher candidate will be responsible for maintaining a journal of participatory activities. **A minimum of fifteen (15) clock hours field experiences required.**

RNDG 4313/ 4114: Methods of Teaching Reading (3 hours Methods Course): A Junior Level Methods course designed for P-4 - Early Childhood Education, Middle Level, and Special Education Majors. This course will outline the five (5) Essential Elements of Reading which include: **Phonemic Awareness, Phonics, Vocabulary, Fluency and Text Comprehension.** This class will also prepare the teacher candidates to teach Reading in the classroom in a way to ensure that all students will be reading on Grade Level by third (3rd) Grade (No Child Left Behind). The teacher candidate participates in classroom teaching activities as assigned by the Reading Teacher for the classroom teacher. Content specific pedagogy for the teaching of reading: course assignments related to field experiences; collect and administer an informal reading inventory; interview teachers on various teaching techniques, diversity, working with parents, etc. The teacher candidate will be responsible for maintaining a journal of participatory activities. **A minimum of fifteen (15) clock hours field experiences required.**
**ECE 3328:** Developmentally Appropriate Practices for Teaching Young Children (3 hours): A junior level course; **minimum of fifteen (15) clock hours of field experiences required.** Observations and participation in Developmentally Appropriate Programs for Pre-school Children that mesh with their cognitive, social, emotional, and physical development. These activities are done in collaboration with the classroom teacher. In addition to the above field experiences requirement, the teacher candidates will develop a Portfolio that includes Instructional Materials, Curriculum Frameworks, and the latest research on Educational and Developmental Topics.

**EDUC 4304:** General Methods in Teaching (3 hours) a senior level methods course designed for all secondary education majors in units other than the School of Education; **minimum of fifteen (15) clock hours of field experiences required.** Teacher candidates will observe and participate in classroom activities at the directions of an assigned cooperating classroom teacher in their major field of study.

**SPED 2300:** Survey of Exceptional Children (3 hours): A sophomore level course; **minimum of fifteen (15) clock hours field experiences required.** Teacher candidates observe and participate in exploratory and developmental observations and small group instruction at directions of the cooperating classroom teacher.

**SPED 2310:** Intro to Learners with Special Needs (3 hours): A sophomore level course; **minimum of fifteen (15) clock hours field experiences required.** Teacher candidates observe and participate in exploratory and developmental observations and small group instruction at directions of the cooperating classroom teacher.

**SPED 2320:** Speech and Language Acquisition (3 hours): A junior level methods course designed for special education majors. Teacher candidates observe and participate in the teaching of mildly handicapped/special needs children in the classroom setting; **minimum of fifteen (15) clock hours of field experiences required.**
HLPE 4305: Camp Counseling (3 hours): A senior level course; minimum twenty (20) hours of field experiences required. Teacher candidate will observe the role of camp counselor in relation to objectives, organizational skills, guidelines, leadership skills and program resources for successful camping. Teacher candidates will develop, organize, (under directions of classroom teachers) implement and participate in a day camp experience for children.

HLPE 4311: Organization and Administration of Physical Education and Athletics Programs (3 hours): A senior level course; minimum of fifteen (15) clock hours of field experiences required. Teacher candidates observe and participate, plan instruction and assist the cooperating classroom teacher with whole or small group activities.

HLPE 4312: Methods and Materials of Adaptive Physical Education (3 hours): a senior level methods course designed for physical education majors; minimum of fifteen (15) clock hours of field experiences required. Teacher candidates will become acquainted with knowledge of psychological, behavioral and neurological aspects of the learning disabled individual. Observe methods of evaluation, diagnosing and prescribing physical education and/or recreational activities for the exceptional student. The teacher candidates will also participate in classroom activities under the directions of a certified cooperating physical education teacher.

HLPE 4313: Methods and Materials of Elementary Physical Education (3 hours): a senior level methods course designed for physical education majors; minimum of fifteen (15) clock hours of field experiences required. Teacher candidates will participate in classroom activities that provide the elementary school classroom teachers and physical education teachers with a knowledge in motor development, elementary physical education curriculum planning (including annual, unit, and daily-lesson plans), and appropriate selections of physical education activities for children.

HLPE 4314: Methods and Materials of Secondary Physical Education (3 hours): a senior level methods course designed for physical education majors; minimum of fifteen (15) clock hours of field experiences required. Teacher candidates will observe and participate in classroom activities that provide them an opportunity to acquire the skills necessary to design and implement effective instructional programs in secondary school physical education, including middle schools, junior and senior high schools.
CHAPTER VII

DESCRIPTION OF LEVEL III - FIELD EXPERIENCES (STUDENT TEACHING)

Experiences at this level are completed in three (3) phases: Pre-clinical seminar experience, the student teaching experience, and the post seminar experience/activities. Phase one (1) consists of one –two weeks of on-campus seminars and workshops in which the teacher candidates are exposed to professional topics that include Program for Effective Teaching (PET), classroom management, integrating technology with math & science, Teacher Expectation Student Achievement (TESA), cooperative learning, diversity in the school setting, and assessment techniques. Throughout the professional (student teaching) semester, teacher candidates will participate in periodic seminars appropriate to support their professional growth such as: the PATHWISE Classroom Observation System, Praxis III Performance Assessment Instruction, electronic portfolio development, rubrics and assessments and workshop session on No Child Left Behind, Root Cause Analysis and the Code of Ethics for Arkansas Educators.

LEVEL III – COURSE NUMBERS AND NAMES

1. EDUC-4600 Student Teaching Clinical (P-12)
2. MLED-4617 Student Teaching /Practicum/Middle School (4-8)
3. ECE- 4607 Student Teaching/ Practicum/ ECE (P-4)
4. SPED-4611 Student Teaching /Practicum (K-12 Mildly Disabled)
5. EDUC-4601 Student Teaching/ Practicum /Agriculture Education (7-12)
6. EDUC-4602 Student Teaching /Practicum/Art (K-12)
7. EDUC-4603 Student Teaching /Practicum/ Life/ Earth(7-12)
8. EDUC-4604 Student Teaching/Practicum/Business Technology Education (7-12)
9. EDUC-4605 Student Teaching/Practicum/ Physical/Earth Education (7-12)
10. EDUC-4608 Student Teaching /Practicum/English Education (7-12)
11. EDUC- 4609 Student Teaching/Practicum/Human Science Education  (7-12)
12. EDUC-4610 Student Teaching/Practicum/Mathematics Education (7-12)
13. EDUC-4612 Student Teaching/Practicum/Music Education (7-12)
14. EDUC-4613 Student Teaching/Practicum/Elementary Physical Education (K-6)
15. EDUC-4615 Student Teaching/Practicum/Social Studies Education (7-12)
16. HLPE -4600 Student Teaching/Clinical (7-12)
17. HLPE- 4614 Student Teaching Practicum (7-12)
Participating School Partners

Phase two (2) Fifteen (15) weeks plus of actual student teaching experience in one of the Following P-12 Partnership Public School Districts:

**Dollarway/Altheimer School District**
Dr. Bettye D. Wright, Superintendent
(870) 534-7003  Fax: (870) 534-7859
4900 Dollarway Road
Pine Bluff, Arkansas 71602

**Lakeside Public School District**
Mrs. Joyce Vault, Superintendent
(870) 265-7300
1110 South Lakeshore Drive
Lake Village, Arkansas 71653

**Pine Bluff School District**
Mr. Jerry Payne, Superintendent
(870) 543-4200 Fax: (870) 543-4208
P.O. Box 7678
Pine Bluff, AR 71611

**Sheridan Public School District**
Dr. Brenda Haynes, Superintendent
(870) 942-3135  Fax (870) 942-2931
400 North Rock Street
Sheridan, AR 72150

**Star City Public School District**
Mrs. Rhonda Mullikin, Superintendent
(870) 628-4237
206 Cleveland Street
Star City, AR 71667-5218

**Watson Chapel School District**
Mr. Danny Hazelwood, Superintendent
Mrs. Brenda Melton, Assistant Superintendent
(870) 879-0220  Fax: (870) 879-0588
4100 Camden Road
Pine Bluff, AR 71603

**White Hall School District**
Dr. Larry E. Smith, Superintendent
Mrs. Dorothy Welch, Assistant Superintendent
(870) 247-2002 Fax: (870) 247-3707
1020 West Holland Avenue
White Hall, AR 71603
Dollarway/Altheimer School District

Martin Elementary (P-5th Grade)
Mrs. Brenda Barnes, Principal
(870) 766-0011
104 Division Street
Altheimer, AR 72004

James Matthews Elementary (P-1st)
Mrs. Vera Smith, Principal
Mrs. Barbara Hardman, Assistant Principal
(870) 534-0726
4501 Dollarway Road
Pine Bluff, Arkansas 71602

Townsend Park Elementary School (2nd -5th)
Dr. Ernestine Roberts, Principal
(870) 575-0709 Fax (870) 575-0712
2601 Fluker Street
Pine Bluff, AR 71601

Robert Morehead Middle School (6th – 8th)
Mrs. Yolanda Prim, Principal
Mr. Fuller Cherry, Dean of Students
(870) 534-5243 Fax (870) 535-1215
2602 Fluker Street
Pine Bluff, AR 71601

Dollarway Senior High (9th -12th)
Mr. Anthony ‘Mike’ Roberson, Principal
Mr. Ellis Berry, Assistant Principal
Mr. Fuller Cherry, Athletics Director
(870) 534-3878 Fax: (870) 534-1455
4900 Dollarway Road
Pine Bluff, AR 71602

Lakeside Public School District

Lakeside Lower Elementary School
Dr. Tim Watkins, Principal
(870) 265-5402
1110 South Lakeshore Drive
Lake Village, Arkansas 71653

Lakeside Upper Elementary School
Mrs. Christy Stone, Principal
(870) 265-2906
1110 South Lakeshore Drive
Lake Village, Arkansas 71653

Lakeside Middle School
Mr. Arthur Gray, Principal
(870) 265-5402
1110 South Lakeshore Drive
Lake Village, Arkansas 71653

Lakeside High School
Mrs. Linda Armour, Principal
(870) 265-2970
1110 South Lakeshore Drive
Lake Village, Arkansas 71653

Pine Bluff School District

Broadmoor Elementary (K-5th)
Mrs. Clintontine Fitz, Principal
(870) 543-4368 Fax: (870) 850-4254
1800 East 11th Street
Pine Bluff, AR 71601

Forrest Park PreKindergarten
Mrs. Georgia Sanders, Pre-School Principal
(870) 543-4374 Fax: (870) 850-2004
1903 West 34th Street
Pine Bluff, AR 71603
Greenville Elementary School (K-5th)
Mrs. Karen Enright, Principal
(870) 543-4378 Fax: (870) 850-4377
2501 W. Tenth Street
Pine Bluff, AR 71603

W.T.Chaney Elementary School (K-5th)
Mr. Gregory Moore, Principal
(870) 543-4382 Fax: (870) 535-8689
2206 Ridgeway Road
Pine Bluff, AR 71603

34th Elementary School (K-5th)
Mrs. Verneice Lowery, Principal
(870) 543-4392 Fax: (870)-543-4253
34th & Missouri Street
Pine Bluff, AR 71603

Belair Middle School (6-7th)
Mrs. Robbie Williams, Principal
Mr. Robert McGhee, Assistant Principal
(870) 543-4365 Fax: 543-4302
1301 Commerce Road
Pine Bluff, AR 71601

Jack Robey Junior High (8th-9th Grade)
Mr. Ronald Laurent, Principal
Mrs. Doris Leonard, Assistant Principal
Mr. Eric Elders Assistant Principal
(870) 543-4280 Fax: (870) 850-2027
4101 Olive Street
Pine Bluff, AR 71603

Sheridan Middle High School (7th-8th)
Mrs. Debbie West, Principal
(870) 942-3813
500 North Rock Street
Sheridan, AR 72150

Southwood Elementary School (K-5th)
Mr. Alfred Carroll, Principal
(870) 543-4390 Fax: (870) 850-2006
4200 Fir Street
Pine Bluff, AR 71603

Oak Park Elementary School (K-5th)
Mrs. Beverly Jones, Principal
(870) 543-4390 Fax: (870) 850-4252
30th & Orange Street
Pine Bluff, AR 71603

Gifted and Talented School (1st-6th)
Mrs. Sheryl Kearney, Principal
(870) 543-4331
813 Elm Street
Pine Bluff, AR 71603

Southeast Middle School (6th-7th)
Ms. Cheryl Hatley, Principal
Mr. Robert McGhee, Assistant Principal
(870) 543-4350 Fax: (870) 543-4356
2001 Ohio Street
Pine Bluff, AR 71601

Pine Bluff High School (10th-12th)
Dr. Robert Handley, Principal
Mrs. E. Collins Assistant Principal
Mr. Jeff McKinney, Assistant Principal
(870) 543-4300 Fax: (870) 850-4302
711 West 11th Street, Pine Bluff, AR 71601

Sheridan Public School District

Sheridan Elementary School (P-3rd)
Mr. David Holmes, Principal
(870) 942-3131
707 Ridge Drive
Sheridan, AR 72150

Sheridan Intermediate School (4th-6th)
Mr. J. Judith, Principal
(870) 942-7488
708 Ridge Drive
Sheridan, AR 72150

Sheridan Senior High School (9th-12th)
Mrs. Donna Yancy, Principal
(870) 942-3137
700 West Vine Street
Sheridan, AR 72150
Star City Public School District

Brown Elementary School
Mrs. Hope Robinson, Principal
Mr. Paul Pickins, Principal
(870) 628-5111 Fax (870) 628-5715
210 Ashley Street
Star City, AR 71667-5218

Star City Middle School
Mrs. Susan White, Principal
(870) 628-5125 Fax (870) 628-1398
206 Cleveland Street
Star City, AR 71667-5218

Star City High School
Mr. Mike Walker, Principal
(870) 628-4111
206 Cleveland Street
Star City, AR 71667-5218

Watson Chapel Public School District

Edgewood Elementary School (K-2nd)
Mrs. Jennifer Barbaree, Principal
(870) 879-1252 Fax: (870) 879-7202
Cell Phone: (870) 623-8937
4100 West 32nd Street
Pine Bluff, AR 71603

L.L. Owens Elementary (3rd-4th)
Mr. Tim Taylor, Principal
(870) 879-3741 Fax: (870) 879-3570
Cell Phone: (870) 718-9236
3506 Oakwood Road
Pine Bluff, AR 71603

Coleman Middle School (5th-6th)
Mrs. Rose Martin, Principal
(870) 879-3697
Mrs. Annie Shaw, Assistant Principal
(870) 879-1620 or 879-3630
Fax: (870) 879-3151
4600 West 13th Street, Pine Bluff, AR 71603

Watson Chapel Junior High (7th-9th)
Mr. Henry Webb, Principal
Mrs. Ronnie Johnson, Assistant Principal
Mr. Jeff Glover, Assistant Principal
(870) 879-4420 Fax (870) 879-4426
3900 Camden Road
Pine Bluff, Arkansas 71603

Watson Chapel Senior High (10th-12th)
Dr. Leydell Willis, Principal
Mr. John Hayden, Assistant Principal
Mrs. Sandra Williams, Assistant Principal
(870) 879-3230 Fax: 879-1842
4000 Camden Road
Pine Bluff, AR 71603
White Hall Public School District

Moody Elementary (K-6th)
Mrs. Beth Koberlein, Principal
(870) 247-4363 4372
700 Moody Drive
White Hall, AR 71602

Gandy Elementary (K-6th)
Mrs. Peggy Swob, Principal
(870) 247-4054 Fax (870) 247-4059
400 Gandy Avenue
White Hall, AR 71602

G.R. Taylor Elementary (K-6)
Mrs. Tammie Canada, Principal
(870) 247-1988 Fax 2472169
805 West Street
White Hall, AR 71602

Hardin Elementary School (Pk-6th)
Mrs. Beverly Overturf, Principal
(501) 397-2450 Fax: (501)397-5037
700 Schoolwood Drive
Redfield, AR 72132

White Hall Junior High (7th-9th)
Mr. Doug Doris, Principal
Mr. Mark Jelks, Assistant Principal
(870) 247-2711 4879
White Hall, AR 71602

White Hall Senior High (10th-12th)
Mr. Don Stringer, Principal
Mr. Craig Dupuy, Assistant Principal
(870) 247-3255 Fax (870) 247-2756
700 Bulldog Drive
White Hall, AR 71602

Phase three (3) - Post clinical seminar activities- one week of on-campus activities to culminate the student teaching experience. Student teachers are given paid registration fees from the School of Education to attend the annual Educational Assess Conference here at the University of Arkansas at Pine Bluff.
CHAPTER VIII
PROFESSIONAL GLOSSARY (www.ncate.org)

1. **Accreditation**
   (1) A process for assessing and enhancing academic and educational quality through voluntary peer review. NCATE accreditation informs the public that an institution has a professional education unit that has met state, professional, and institutional standards of educational quality. (2) The decision rendered by NCATE when an institution’s professional education unit meets NCATE’S standards and requirements.

2. **Advanced Preparation**
   Programs at post-baccalaureate levels for (1) the continuing education of teachers who have previously completed initial preparation or, (2) the preparation of other professional school personnel. Advanced preparation programs commonly award graduate credit and include masters, specialist, and doctoral degree programs as well as non-degree licensure programs offered at the graduate level.

3. **Alternate Route to State Licensure Programs**
   Post-baccalaureate programs designed for individuals who did not prepare as educators during their undergraduate studies. These programs, which usually lead to a unit’s recommendation for a state license, accommodate the schedules of adults and recognize their earlier academic preparation and life experiences. In some instances, candidates may be employed as educators while enrolled. Examples include MAT programs, programs that operate in professional development schools and Troops to Teachers programs. They are sometimes called nontraditional programs.

4. **Assessment System**
   A comprehensive and integrated set of evaluation measures that provides information for use in monitoring candidate performance and managing and improving unit operations and programs for the preparation of professional educators.

5. **Benchmark**
   A description or example of candidate or institutional performance that serves as a standard of comparison for evaluation or judging quality.

6. **Campus-Based Experiences**
   Campus-based experiences are those experiences that are provided on the campus of a college or university and include, but are not limited to, stimulation activities, learning laboratories, micro-teaching clinics, demonstration centers, laboratory schools, and experiences with instructional technology.
7. **Candidate Performance Data**
Information derived from assessments of candidate proficiencies, in areas of teaching and effects on student learning, candidate knowledge, and dispositions. Candidate performance data may be derived from a wide variety of sources, such as projects, essays, or tests demonstrating subject content mastery; employer evaluations; state licensure tests; and mentoring year “portfolios” as well as assessments, projects, reflections, clinical observations, and other evidence of pedagogical and professional teaching proficiencies.

8. **Candidates**
Individuals admitted to, or enrolled in, programs for the initial or advanced preparation of teachers, teachers continuing their professional development, or other professional school personnel. Candidates are distinguished from “students” in P–12 schools.

9. **Certification**
The process by which a non-governmental agency or association grants professional recognition to an individual who has met certain predetermined qualifications specified by that agency or association. [The National Board for Professional Teacher Standards grants advanced certification.]

10. **Clinical Faculty**
School and higher education faculty responsible for instruction, supervision, and assessment of candidates during field experience and clinical practice.

11. **Clinical Practice**
Student teaching or internships that provide candidates with an intensive and extensive culminating activity. Candidates are immersed in the learning community and are provided opportunities to develop and demonstrate competence in the professional roles for which they are preparing.

12. **Clinical Experiences**
Clinical experiences are those experiences that are characterized by careful planning, stipulated goals, required activities, projected performance levels and evaluation of growth. Included are micro-teaching clinics, participation experiences, skill clinics, developing case studies of individual students, curriculum development clinics, and use of technology and/or computers.

13. **Conceptual Framework**
An underlying structure in a professional education unit that gives conceptual meanings through an articulated rationale to the unit’s operation. The Conceptual Framework provides direction for programs, courses, teaching, candidate performance, faculty scholarship and service, and unit accountability. The conceptual framework(s) establishes the shared vision for a unit’s efforts in preparing educators to work effectively in P–12 schools. It provides direction for programs, courses, teaching, candidate performance, faculty, scholarship, service and unit accountability. The conceptual framework(s) is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated.
The conceptual framework(s) provides the following structural elements:

- the vision and mission of the institution and unit;
- the unit’s philosophy, purposes, and goals;
- knowledge bases, including theories, research, the wisdom of practice, and education policies;
- candidate proficiencies aligned with the expectations in professional, state, and institutional standards;
- the system by which candidate performance is regularly assessed.

14. **Content**
The subject matter or discipline that teachers are being prepared to teach at the elementary, middle level, and/or secondary levels. Content also refers to the professional field of study (e.g., special education, early childhood, school psychology, reading, or school administration).

15. **Cultural Background**
The context of one’s life experience as shaped by membership in groups based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area.

16. **Curriculum**
Courses, experiences, and assessments necessary to prepare candidates to teach or work with students at a specific age level and/or to teach a specific subject area.

17. **Dispositions**
The values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator’s own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice. For example, they might include a belief that all students can learn, a vision of high and challenging standards, or a commitment to a safe and supportive learning environment.

18. **Distance Learning**
A formal educational process in which the major portion of the instruction occurs when the learner and the instructor are not in the same place at the same time.

19. **Diversity**
Differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area
20. **Exceptionalities**
A physical, mental, or emotional condition, including gifted/talented abilities, that requires individualized instruction and/or other educational support or services.

21. **Field-Based Experiences**
A variety of early and ongoing field-based opportunities and experiences that might include classroom observations in which teacher candidates may observe, assist, tutor, instruct, and/or conduct research, assist school administrators or teachers, participate in school and community-wide activities, student teaching, and internships. Planning is shared by the professional education unit and the appropriate agency. Field-based experiences are those that are conducted at a school site, a school administration center, a school clinic, or community agency. Field experiences may also occur in off-campus settings such as schools, community centers, or homeless shelters.

22. **General Education Knowledge**
Theoretical and practical understanding generally expected of a liberally educated person. General education includes developing knowledge related to the arts, communications, history, literature, mathematics, philosophy, sciences, and the social studies, from multicultural and global perspectives.

23. **Global Perspective**
An understanding of the interdependency of nations and peoples and the political, economic, ecological, and social concepts and values that affect lives within and across national boundaries. It allows for the exploration of multiple perspectives on events and issues.

24. **Information Technology**
Computer hardware and software; voice, data, network, satellite and other telecommunications technologies; and multimedia and application development tools. These technologies are used for the input, storage, processing, and communication of information.

25. **Initial Teacher Preparation**
Programs at baccalaureate or post-baccalaureate levels that prepare candidates for the Initial License to teach.

26. **Institutional Standards**
Candidate knowledge, skills, and dispositions identified by the institution to reflect its mission and the unit’s conceptual framework.

27. **Internship**
Generally, the post-licensure and/or graduate clinical practice under the supervision of clinical faculty; sometimes refers to the pre-service clinical experience.
28. **INTASC**
The Interstate New Teacher Assessment and Support Consortium, a project of the Council of Chief State School Officers (CCSSO) that has developed model performance-based standards and assessments for the licensure of teachers.

29. **Knowledge Bases**
Empirical research, disciplined inquiry, informed theory, and the wisdom of practice.

30. **Licensure**
The official recognition by a state governmental agency that an individual has met certain qualifications specified by the state and is, therefore, approved to practice in an occupation as a professional. (Some state agencies call their licenses certificates or credentials.)

31. **Multicultural Perspective**
An understanding of the social, political, economic, academic, and historical constructs of ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and the geographical area.

32. **Nationally Recognized Program**
A program that has met the standards of a specialized professional association that is a constituent member of NCATE. An institution’s state-approved program also will be considered a *nationally recognized program* if the state program standards have been approved by the appropriate national association. [Nationally recognized programs are listed on NCATE’S website or in the biennial guide of institutions with initial teacher preparation programs.]

33. **NBPTS**
The National Board for Professional Teacher Standards, an organization of teachers and other educators, which has developed both standards and a system for assessing the performance of experienced teachers seeking national certification.

34. **Pedagogical Content Knowledge**
The interaction of the subject matter and effective teaching strategies to help students learn the subject matter. It requires a thorough understanding of the content to teach it in multiple ways, drawing on the cultural backgrounds and prior knowledge and experiences of students.

35. **Pedagogical Knowledge**
The general concepts, theories, and research about effective teaching, regardless of content areas.

36. **Performance Assessment**
A comprehensive assessment through which candidates demonstrate their proficiencies in subject, professional, and pedagogical knowledge, skills, and dispositions, including their abilities to have positive effects on student learning.
37. **Performance-based Licensing**
Licensing based on a system of multiple assessments that measure a teacher candidate’s knowledge, skills, and dispositions to determine whether he/she can perform effectively as a teacher or in another school specialty.

38. **Performance-based Program**
A professional preparation program that systematically gathers, analyzes, and uses data for self-improvement and candidate advisement, especially data that demonstrate candidate proficiencies, including positive effects on student learning.

39. **Performance-based Accreditation System**
A practice in accreditation that makes use of assessment information describing candidate proficiencies or actions of professional education units as evidence for determining whether professional standards are “met” or “not met.” It contrasts with accreditation decisions based solely on course offerings, program experiences, and “inputs” as the evidence for judging attainment of professional standards.

40. **Performance Criteria**
Descriptions or rubrics that specify qualities or levels of candidate proficiency that are used to evaluate candidate performance.

41. **Performance Data**
Information that describes the qualities and levels of proficiency of candidates, especially in application of their knowledge to classroom teaching and other professional situations. Sometimes the phrase is used to indicate the qualities and levels of institutional practice, for example, in making collaborative arrangements with clinical schools, setting faculty professional development policies, or providing leadership through technical assistance to community schools.

42. **Portfolio**
An accumulation of evidence about individual proficiencies, especially in relation to explicit standards and rubrics, used in evaluation of competency as a teacher or in another professional school role. Contents might include end-of-course evaluations and tasks used for instructional or clinical experience purposes such as projects, journals, and observations by faculty, videos, and comments by cooperating teachers or internship supervisors, and samples of student work.

43. **Practicum**
The practicum is an intensive experience in which teacher candidates practice professional skills and knowledge. Student teaching and internships are examples of a practicum.
44. **Professional Community**
Full- and part-time faculty (including clinical faculty) in the professional education unit, faculty in other units of the college/university, P–12 practitioners, candidates, and others involved in professional education.

45. **Professional Development**
Opportunities for professional education faculty to develop new knowledge and skills through in-service education, conference attendance, sabbatical leave, summer leave, intra- and inter-institutional visitations, fellowships, and work in P–12 schools, etc.

46. **Professional Development Schools**
Specially structured schools in which the P–12 school and higher education faculty collaborate to (1) provide practicum, student teaching, and internship experiences; (2) support and enable the professional development of school and higher education faculty; (3) support and enable inquiry directed at the improvement of practice; and (4) support and enhance student achievement. PDS(S) require the institutional commitment of colleges and universities, school districts, and teachers’ organizations.

47. **Professional Education Faculty**
Those individuals employed by a college or university, including graduate teaching assistants, who teach one or more courses in education, provide services to candidates (e.g., advising), supervise clinical experiences, or administer some portion of the unit.

48. **Professional Education Unit**
The professional education unit is the administrative body within the institution that is primarily responsible for the preparation of teachers and other professional education personnel. Not all of the programs for the preparation of school personnel are administratively located within the unit. However, professional education programs are coordinated by the unit.

49. **Professional Knowledge**
The historical, economic, sociological, philosophical, and psychological understandings of schooling and education. It also includes knowledge about learning, diversity, technology, professional ethics, legal and policy issues, pedagogy, and the roles and responsibilities of the profession of teaching.

50. **Professional Standards**
Candidate knowledge, skills, and dispositions set by the specialized professional associations (SPA program standards) and adopted by NCATE for use in its accreditation review. Professional standards also refer to standards set by other recognized national organizations/accrediting agencies that evaluate professional education programs (e.g., the National Association of Schools of Music).

51. **Proficiencies**
Required knowledge, skills, and dispositions identified in the professional, state, or institutional standards.
52. **Program**  
A planned sequence of courses and experiences for preparing P–12 teachers and other professional school personnel. These courses and experiences sometimes lead to a recommendation for a state license to work in schools.

53. **Provisional Accreditation**  
An NCATE accreditation decision rendered by the Unit Accreditation Board following a first accreditation visit that indicates that the unit is provisionally accredited, and has significant problems related to one or more standards. A focused accreditation visit must take place to remove the provisional status within two years of the time the decision was rendered.

54. **Rubrics**  
Written and shared criteria for judging performance that indicate the qualities by which levels of performance can be differentiated, and that anchor judgments about the degree of success on a candidate assessment.

55. **SASB**  
Specialty Areas Studies Board

56. **Scholarship**  
Systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel. Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy and the application of current research findings in new settings. Scholarship further presupposes submission of one’s work for professional review and evaluation.

57. **School Faculty**  
Licensed practitioners in P–12 schools who provide instruction, supervision, and direction for candidates during field-based assignments.

58. **School Partners**  
P–12 schools that collaborate with the higher education institution in designing, developing, and implementing field experiences, clinical practice, delivery of instruction, and research.

59. **Service**  
Faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit’s mission.

60. **Skills**  
The ability to use content, professional, and pedagogical knowledge effectively and readily in diverse teaching settings in a manner that ensures that all students are learning.
61. **SPA(s)**
Specialized Professional Associations. The national organizations that represent teachers, professional education faculty, and other school personnel who teach a specific subject matter (e.g., mathematics or social studies), teach students at a specific developmental level (i.e., early childhood, elementary, middle level, or secondary), teach students with specific needs (e.g., bilingual education or special education), administer schools (e.g., principals or superintendents), or provide services to students (e.g., school counselors or school psychologists). Many of these associations are constituent members of NCATE and have standards for both students in schools and candidates preparing to work in schools.

62. **SPA Program Review**
The process by which the specialized professional associations assess the quality of teacher preparation programs offered by an institution. (Institutions are required to submit their programs for review by SPA(S) as part of the NCATE *preconditions* process, unless the state’s program standards have been approved by NCATE’S Specialty Areas Studies Board for the review of institutions’ teacher education programs.)

63. **SPA Program Standards**
Standards developed by national professional associations that describe what professionals in the field should know and be able to do.

64. **SPA State Program Standards Review**
The process by which the specialized professional associations evaluate the degree to which a state’s program standards are aligned with the SPA standards. (In states where state program standards are judged to be substantially aligned with SPA standards, the state standards will be approved by NCATE’S Specialty Area Studies Board, and NCATE will defer to the state’s review of institutions’ teacher education programs.)

65. **SPA Report**
The written findings (or a critique) by a specialized professional association of (1) an institution’s programs for the preparation of teachers or other education professionals, or (2) a state’s program standards.

66. **SPA Report Rejoinder**
(1) A unit’s written response to a specialized professional association’s review of the unit’s teacher preparation programs. (2) A state’s written response to a specialized professional association’s review of the state’s program review standards.

67. **SPB**
State Partnership Board
68. **Standards**  
Written expectations for meeting a specified level of performance. Standards exist for the content that P–12 students should know at a certain age or grade level.

69. **State Consultant**  
An individual from the state agency with teacher education authority who serves as a resource to the BOE team during on-site visits, along with an NEA/AFT state affiliate representative. The consultant provides clarification of state conditions and policies.

70. **State Director of Teacher Education**  
State education agency official responsible for administering policies and programs related to teacher preparation and licensing.

71. **State Professional Standards Board**  
State governing body with authority for teacher licensing, licensing of other school personnel, license renewal/revocation, and/or teacher education program approval within a state.

72. **State Program Approval**  
Process by which a state governmental agency reviews a professional education program to determine if it meets the state’s standards for the preparation of school personnel.

73. **State Program Review.**  
The state education agency assessment of the quality of programs offered by a professional education unit.

74. **State Program Standards Report**  
Documentation submitted to a SPA by a state that demonstrates how state program standards are aligned with SPA program standards.

75. **State Protocol**  
Rules, procedures, and expectations for NCATE, the state, the state higher education commission (when applicable), and the unit for conducting joint state-NCATE site visits in NCATE partnership states.

76. **State Standards**  
The standards adopted by state agencies responsible for the approval of programs that prepare teachers and other school personnel. State standards may include candidate knowledge, skills, and dispositions.

77. **Students**  
Children and youth attending P–12 schools as distinguished from teacher candidates.
78. **Student Teaching Clinical**
A Six-hour course which provide for a combination of clinical and practicum activities including on campus seminars and workshops focusing on various professional topics. The seminars and workshops are conducted at the beginning and throughout the professional semester (student teaching). The student teaching clinical is a requirement for all education majors regardless to the area of specialization/certification. Prerequisites: admission to the School of Education, the professional semester, a senior status, and be within four (4) hours of completing all course work.

79. **Student Teaching Practicum**
A six hour course which provides direct on the field experiences/practices for student teachers. Student Teachers will observe assigned certified, experienced cooperating teachers for approximately two-weeks before actually beginning to practice teach in their specialized area. The student teachers will be assigned two different cooperating teachers during their twelve (12) weeks of field experience. Student teachers will be assigned a university supervisor or supervisors who will be required to visit them at each site for at least four visits per site. The first visit at each site will be a courtesy visit and the next three visits per site will be formal visits where as a formal observation using the University of Arkansas at Pine Bluff School of Education Evaluation of Teacher Candidate’s Form. The evaluation instrument is to assess the knowledge, skills, and dispositions of teacher candidates as *Promoters of Academic Excellence*.

80. **Technology, Use of**
What candidates must know and understand about information technology in order to use it in working effectively with students and professional colleagues in the (1) delivery, development, prescription, and assessment of instruction; (2) problem solving; (3) school and classroom administration; (4) educational research; (5) electronic information access and exchange; and (6) personal and professional productivity.

81. **Technology Education**
The study of technology, which provides an opportunity for students to learn about the processes and knowledge related to technology that are needed to solve problems and extend human capabilities. (www.ncate.org)
APPENDICIES

Forms: Clinical and Field Based Experiences
APPENDIX A

School of Education
University of Arkansas at Pine Bluff
1200 North University Drive
Mail Slot 4927
Pine Bluff, Arkansas 71601

Professional Expectations and Procedures for Field Experiences

PRE VISIT REMINDERS

1. Locate school site to avoid tardiness on day of visit.
2. Assemble appropriate material for visit (writing instruments, paper, forms, etc...)

DAY OF VISIT

8. BE ON TIME!
9. Report to the Principal’s Office five-to-ten minutes before scheduled observation time and sign in.
10. Dress appropriately.

WHEN IN CLASSROOM

11. Give proper introduction of yourself and purpose of visit.
12. Try to have a positive attitude (first impressions are important).
13. Be enthusiastic and eager to assist (if asked).
14. Feel free to ask questions/
15. Be alert and awake during observations.
16. Do not chew gum, eat, or drink on campus.
17. Try to have some type of closure or thank you for the cooperating teacher when leaving (keep it simple).
18. Ask the cooperating teacher to sign form after you have completed the visit.
19. Complete any assignment and ask questions relevant to field experiences.

BEFORE LEAVING BUILDING

1. Sign out of principal’s office and say thank you to the principal and/or secretary before leaving the building.

POST-VISIT REMINDERS

1. Complete notes that may be utilized for completing class assignment.
2. Discuss any problem with university faculty/ instructor.
SPECIAL REMINDERS

1. Be on time for all visits.
2. Notify the school’s office as early as possible should an emergency cause you to be absent or late.
3. SMILE and say lots of THANK YOU(S).
4. Be sure to attend all assigned observations and do not expect the cooperating teachers to sign forms for sessions not attended.
5. DO NOT GO TO A SCHOOL UNEXPECTEDLY.
6. Information which you gain in the classroom is confidential.
7. You are to refrain from criticizing the cooperating teacher who has invited you into his/her classroom.
School: ________________________________  Principal: ____________________________________

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Signature of Cooperating Teacher: ____________________________ Date: _______________
APPENDIX C

School of Education
University of Arkansas at Pine Bluff
1200 North University Drive
Mail Slot 4927
Pine Bluff, Arkansas 71601

Level I – Field Experience Assignment

Semester: __________________________ Date: __________________________

Teacher Candidate’s Name: ___________________ School Site: ___________________

University Instructor: ___________________ Principal: ___________________

Directions (UAPB Student):
Please respond to the following questions. Your responses must be typed using 1.5 spacing. Your name and date must be at the top of each page. Please number your responses just as they are listed on this sheet.

1. **DESCRIPTION**

   Setting—Give a description of the settings you observed (type of school, location, room, cooperating teacher and community)

   Group/Student Characteristics - Describe the students in terms of socioeconomic background, race, sex, age, exceptionableness, etc.

2. **OBSERVATIONS**

   Discuss activities you observed, your feelings about the field experiences and what you learned from those experiences.

3. **DIVERSE, SOCIAL AND CULTURAL EMPHASIS**

   Describe what you learned/observed about various cultures and discuss your appreciation for cultural diversity. Include in your description the classroom environment and the its impact on cultural diversity.

4. **SUMMARY**

   Summarize on a separate sheet of paper how this observational experience enhanced your understanding of _______________________________________________________.

   Number and Name of Course

   Documentation of visits must be verified by signature of Cooperating Teacher

   ____________________________              ____________________________
   Cooperating Teacher’s Signature/ Date              Teacher Candidate’s Signature/Date
Level II – Field Experience Assignment

Semester: _____________________ Date: _____________________________

Teacher Candidate:___________________ School Being Observed:___________________

University Instructor:_______________ Principal:______________________________

Directions (UAPB Student):
Please respond to the following questions. Your responses must be typed using 1.5 spacing. Your name and date must be at the top of each page. Please number your responses just as they are listed on this sheet.

I. Observation/Student Developmental Information

1. Give a brief description of the student (s) you observed (age, sex, birth order, size compared to age mates, apparent health conditions, ethnic orientation, etc.).

2. Describe the student’s relationship with authority figures. Specify the authority figures (e.g. mother, teacher, principal, etc.).

3. Describe the student’s relationship with age mates: list any special relations (e.g. siblings, classmates, and friends).

4. A. List the stage (s) of personality development.

B. List characteristics of the stages (s) that are evident in the subjects behavior.

5. A. List the stage (s) of cognitive development.

B. List characteristics of the stage(s) that are evident in the student’s behavior.

6. Did you observe any adjustment problems? Yes ___________ No ___________

7. Describe the diversity characteristics of the class.
II. Teaching and Learning Experiences

1. Describe the teaching activity performed. Include a copy of the lesson plan used to teach the students. Please attach lesson plans.

2. Was this lesson part of a unit? If yes, what was the unit topic, grade level, etc.?

3. Describe technological applications used in the lesson. How did you use technology to enhance the lesson?

4. Were there any modifications necessary to meet the needs of students with exceptionalities? If yes, describe the modifications.

5. Describe the assessment used to evaluate student learning.

6. Provide an evaluation of the effectiveness of the lesson.

III. Reflections

1. Briefly describe how this experience has enhanced your understanding of the Specialty Area.

2. Briefly describe how this experience has enhanced your understanding of teaching and learning.

_______________________________________________________________________________

Number and Name of Course

Documentation of visits must be verified by signature of the cooperating teacher.

________________________________________  ____________________________
Cooperating Teacher’s Signature/Date              Teacher Candidate’s Signature/Date
TO: Coordinator of Field Experiences

FROM: University Instructor’s Name

Subject: Field Experience Documentation

Number and name of course: ______________________________________________________

Site of field experience(s): _____________________________________________________

Year: ___________________________ Semester: ________________________________

Date(s) of site visit(s): _______________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Instructor’s Signature: _______________________________ Date: ________________

Please forward a sample of the teacher candidates’ product(s) with this memorandum.
Student Teacher Progress Report

Student Teacher: ___________________________ Semester: ___________________________

**Directions:** Please check the appropriate box that best describes the student teacher’s dispositions toward the following criteria: Five (5) is the highest rating, descending to one (1) which is lowest. Total the points. **Total Points:** __________

<table>
<thead>
<tr>
<th>Evaluation of Student Teacher’s Disposition Toward Teaching by Cooperating Teacher</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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<tbody>
<tr>
<td><strong>I. Personal Qualifications</strong></td>
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<td>A. Appearance and Dress</td>
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<td>B. Interesting and Pleasant Voice</td>
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<td>C. Personal Health</td>
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<td>D. Behavior worthy of student emulation</td>
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<td>E. Punctuality</td>
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<td>F. Enthusiasm</td>
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<td>G. Emotional Stability</td>
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<td>H. Mental Alertness</td>
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<tr>
<td>I. Responsibility</td>
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<td>J. Diplomacy</td>
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<td>K. Industry</td>
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<td>L. Self-Confidence</td>
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<td>M. Sense of Humor</td>
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<td>N. Communication Skills</td>
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<tr>
<td><strong>II. Relations with P-12 Students</strong></td>
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<td>A. Friendliness</td>
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<td>B. Impartiality</td>
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<td>C. Classroom Management</td>
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<td>D. Understanding of P-12 Student</td>
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</tbody>
</table>
### III. Instructional Qualities

<table>
<thead>
<tr>
<th>A. Plans Lessons well.</th>
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<td>B. Accounts for individual differences.</td>
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<tr>
<td>C. Possesses Adequate Academic Background</td>
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<td>D. Developmentally Appropriate Planning</td>
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<tr>
<td>E. Uses Variety of Teaching Techniques</td>
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</table>

### III. Instructional Qualities Continues

| F. Uses Variety of Teaching Materials |                     |                     |                     |
| G. Motivates Students                 |                     |                     |                     |
| H. Assigns Homework                   |                     |                     |                     |
| I. Provides for Creative Work         |                     |                     |                     |
| J. Secures Balance Between Pupil and Teacher Participation |                     |                     |                     |
| K. Tries to Maintain Satisfactory Classroom Environment |                     |                     |                     |
| L. Collects Pertinent Information About Students |                     |                     |                     |
| M. Uses Information Collected About Students |                     |                     |                     |
| N. Evaluates Outcome                  |                     |                     |                     |

### IV. Professional Relations

| A. Cooperates Well                     |                     |                     |                     |
| B. Accepts Constructive Criticism Well |                     |                     |                     |
| C. Exhibits Professional Ethics        |                     |                     |                     |
| D. Works Toward Self Improvement       |                     |                     |                     |
| E. Understands and Uses Educational Objectives |                     |                     |                     |

### V. Community Relationships

| A. Utilizes Community Resources         |                     |                     |                     |
| B. Understands Community Resources     |                     |                     |                     |
| C. Cooperates with Parents             |                     |                     |                     |
| D. Participates in Community Activities|                     |                     |                     |
| E. Cooperates in Community and School Activities, PTA, Open House, School Board Meetings, Field Trips, & Parent Teacher Conferences, etc. |                     |                     |

---

Cooperating Teacher: ________________________________

Student Teacher Acknowledgement: ______________________ Date: _________
APPENDIX G

Date: ______________________

School of Education  
University of Arkansas at Pine Bluff  
1200 North University Drive  
Mail Slot 4927  
Pine Bluff, Arkansas 71601

Student Teaching  
End of Two Weeks Evaluation  
(To be completed by cooperating teacher at first placement site)

Student Teacher: ____________________________________________

School: ______________________________________________________

Cooperating Teacher: __________________________________________

Please assess the student teacher’s teaching progress in this introductory two weeks of student teaching. We would appreciate your comments on the student teacher’s strengths and weaknesses to date:

A. Strengths:

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

B. Areas for improvement: _________________________________________

________________________________________________________________
________________________________________________________________
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Other:

Over all rating of the student’s first two week’s performance:

Excellent       Above Average       Average       Fair       Poor

Cooperating Teacher Signature: ________________________________

(Return form to university supervisor)  
University of Arkansas at Pine Bluff, 1200 N. University Drive, Mail Slot #4927, Pine Bluff, AR 71601
School of Education

Cooperating Teacher Evaluation of Teacher Candidate

Level I and II Field Experiences

Level I requires 10 hours of field experiences/Level II requires 15 hours of field experiences.

Semester __________ Circle one: (10) or (15) hours required; Hours Completed __________

Teacher Candidate Name & Major: __________________________

Cooperating Teacher’s Name: ______________________________

Grade/Subject Observed: __________________ School: ______________________

School District: __________________________ Date: ________________

**Direction:** Please rate the teacher candidate on items listed below using the following scale:

<table>
<thead>
<tr>
<th>Teacher Candidate’s Criteria</th>
<th>4=Strong /Highly Competent</th>
<th>3=Satisfactory/Acceptable</th>
<th>2=Weak/Needs improvement</th>
<th>1= Unacceptable</th>
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<tbody>
<tr>
<td>Punctuality</td>
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<td>Professional Attire</td>
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<td>Shows Vitality</td>
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<td>Rapport with cooperating teacher</td>
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<td>Rapport with P-12 students</td>
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<td>Rapport with other building educators</td>
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<td>Rapport with Professional Development Personnel</td>
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<td>Grammar:</td>
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<td>Communicates effectively written</td>
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<td>Communicates effectively orally</td>
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<td>Voice: tone</td>
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<tr>
<td>Shows an interest in teaching</td>
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<tr>
<td>Initiative</td>
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<tr>
<td>Demonstrates professional attitude</td>
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<tr>
<td>Accepts constructive criticism</td>
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<tr>
<td>Participation in small setting with P-12 students</td>
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**Total Points for Overall Dispositions**

Cooperating Teacher’s Signature: __________________________ Date: __________
APPENDIX I

School of Education
University of Arkansas at Pine Bluff
1200 North University Drive
Mail Slot 4927
Pine Bluff, Arkansas 71601

Final Evaluation for Student Teaching
(To be completed by Cooperating Teacher at the end of First and Second Placement Sites)

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<tr>
<th>Cooperating Teacher</th>
<th>Location</th>
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- 4-8 Math & Science
- P-4 Early Childhood Education
- 4-8 Language Arts & Social Studies
- English (7-12)
- Mathematics (7-12)
- Music (K-12)
- Human Science (7-12)
- Social Studies (7-12)
- Physical Education (7-12)
- Biology Education (7-12)
- Art Education (7-12)
- Vocational Education (7-12)

Total the points. **Total Points:** _____

FINAL GRADE: _____

I do _____, do not _____, consent to the release of my EVALUATION FORM FOR STUDENT TEACHING, to any prospective employer or graduate school at the request of the employer, graduate school or by the Office of Career Planning and Placement.

This evaluation reflects the teacher candidate’s performance during the professional semester’s field experiences. The teacher candidate shall sign in the allotted space indicating he/she has read the evaluation.

Student Teacher ___________________________ Date __________________

Directions:

Comments, explanations and/or examples to support your rating are to be written in the summary statement provided on the back page. Please use the following scale when completing this form:

4=Strong/Highly Competent  2=Weak/Needs Improvement  3=Satisfactory/Acceptable  1=Poor/Unacceptable
### PERSONAL QUALITIES

| A. Appearance (grooming): Appropriate attire for the professional semester and school |
| B. Composure (poise, confidence, ability to handle difficult situations, sense of humor) |
| C. Displays self-control |
| D. Assumes Responsibility |
| 1. Punctuality |
| 2. Care of Materials |
| 3. Attendance |
| 4. Initiative |
| 5. Dependable & Cooperative |
| 6. Accepts non-instructional duties |
| E. Professional Improvement |
| 1. Participates in professional development |
| 2. Accepts constructive criticism well |
| 3. Ability to identify own strengths and weaknesses |
| 4. Is a member of professional organizations |

### CLASSROOM MANAGEMENT

| A. Organizes activities based upon differences among learners |
| B. Makes smooth transition from one activity to another activity |
| C. Ability to arrange the physical environment for comfort and efficiency |
| D. Creates and maintains classroom environment, conducive to learning |
| E. Manages student behavior |
| F. Establishes a classroom climate where the basic dignity of student is supported |
| G. Is aware of and provides for individual differences |

### MATERIALS AND MEDIA

| A. Selects and uses appropriate instructional media/technology as needed |
| B. Utilizes a variety of instructional materials including external resources in subject delivery |
| C. Adapts instructional materials for special needs |
| D. Selects and operates a variety of educational equipment |
| E. Selects learning activities, teaching methods, resources, materials and evaluation techniques in relation to stated student behavior objectives |
4. **Diversity**

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<th>Communicating with parents:</th>
<th>4</th>
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<tr>
<td>A. Presents student performance information accurately</td>
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<td>B. Relates well to people, respects them and gains their respect</td>
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<tr>
<td>A. Establishes and maintains cooperation with school personnel</td>
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<td>B. Cooperates in professional relationships</td>
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<td>C. Attempts to provide success in some areas for every student</td>
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<td>D. Ask questions on various cognitive levels and response levels</td>
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<td>E. Anticipates student difficulty; corrects mistakes in constructive way</td>
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<td>F. Praises and encourages students for doing good work</td>
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**Language Facility:**

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<tr>
<td>A. Diction (enunciation)</td>
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<td>B. Spelling</td>
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<td>C. Grammar</td>
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<td>D. Handwriting</td>
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<td>E. Oral Expression</td>
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<td>F. Listening</td>
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5. **ASSESSMENT**

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<tr>
<td>A. Utilizes systematic ways to evaluate progress of students</td>
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<td>B. Suggests to students ways which they can improve their achievement</td>
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6. **PREPARATION FOR INSTRUCTION**

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<tr>
<td>A. Plans with stated objectives in advance: lesson plans</td>
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<tr>
<td>Presented to Cooperating Teacher in advance</td>
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<td>B. Conveys instructional expectation</td>
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<td>C. Utilizes instructional aids</td>
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<td>D. Lesson plans demonstrate an awareness of differences among learners</td>
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<td>E. Children’s interests reflected (involves students in planning)</td>
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<td>F. Pupil’s level of achievement is reflected in planning</td>
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<td>G. Demonstrate a multi-cultural perspective in selecting Materials and teaching strategies</td>
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### PRESENTATION OF INSTRUCTION

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<tbody>
<tr>
<td>A.</td>
<td>Displays knowledge of the essential subject matter</td>
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<td>B.</td>
<td>Plans effective lessons units and courses of study</td>
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<td>C.</td>
<td>Provides opportunities for student-to-student interaction as well as teacher-student interaction</td>
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<td>D.</td>
<td>Works effectively with varying size groups</td>
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<tr>
<td>E.</td>
<td>Is motivated to begin teaching, communicates with pupils at their level of understanding</td>
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<tr>
<td>F.</td>
<td>Has attention of class before beginning lesson</td>
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<tr>
<td>G.</td>
<td>Accomplishes stated objectives for lesson</td>
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<tr>
<td>H.</td>
<td>Follows lesson line from Set to Closure</td>
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<tr>
<td>I.</td>
<td>Varies instructional strategies</td>
<td></td>
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<tr>
<td>J.</td>
<td>Has eye contact with student-aware of total situation</td>
<td></td>
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<tr>
<td>K.</td>
<td>Moves around the room when teaching</td>
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</table>

### SUMMARY STATEMENT OF COOPERATING TEACHER

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Cooperating Teacher’s Signature/Date

Teacher Candidate’s Signature/Date
APPENDIX J

School of Education

The Family Educational Rights and Privacy Act of 1974 (HR 93-380) states that students may have access to information in their files unless they choose to waive this right. This is to inform you that information on this form may be made available to the student.

STUDENT TEACHING REPORT

PLACEMENT FILE

Teacher Candidate: ___________________________ Candidate #: ______________

School: ________________________________ Semester: ______________________

Directions: Please check the appropriate evaluation for each item.

Rubric: 4=Strong/highly competent  2=Weak/needs improvement

3=Satisfactory/acceptable  1=No rating

<table>
<thead>
<tr>
<th>I. PERSONAL QUALITIES</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Appearance and dress</td>
<td></td>
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<tr>
<td>B. Interesting and pleasant voice</td>
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<tr>
<td>C. Personal Health</td>
<td></td>
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<tr>
<td>D. Behavior worthy of student emulation</td>
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<tr>
<td>E. Punctuality</td>
<td></td>
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<tr>
<td>F. Enthusiasm</td>
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<tr>
<td>G. Emotional stability</td>
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<tr>
<td>H. Mental alertness</td>
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<tr>
<td>I. Responsibility</td>
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<tr>
<td>J. Diplomacy</td>
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<tr>
<td>K. Industry</td>
<td></td>
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<tr>
<td>L. Self-confidence</td>
<td></td>
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<tr>
<td>M. Sense of humor</td>
<td></td>
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<tr>
<td>N. Communication skills</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>III. INSTRUCTIONAL QUALITIES</th>
<th>4</th>
<th>3</th>
<th>2</th>
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</thead>
<tbody>
<tr>
<td>A. Plans lessons well</td>
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<tr>
<td>B. Accounts for individual differences</td>
<td></td>
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<tr>
<td>C. Possesses academic competency</td>
<td></td>
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<tr>
<td>D. Adapts subject matter to grade level</td>
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<tr>
<td>E. Uses a variety of teaching techniques</td>
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<tr>
<td>F. Uses a variety of teaching materials</td>
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<tr>
<td>G. Motivates students</td>
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<tr>
<td></td>
<td>Assigns homework</td>
<td>Provides for creative work</td>
<td>Secures balance between pupil and teacher participation</td>
<td>Tries to maintain satisfactory classroom environments</td>
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<td>H</td>
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<td>J</td>
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<thead>
<tr>
<th></th>
<th>II. RELATIONS WITH CHILDREN</th>
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<tbody>
<tr>
<td></td>
<td>A. Friendliness</td>
<td>4</td>
<td>3</td>
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<td></td>
<td>B. Impartiality/Fairness</td>
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<td></td>
<td>C. Classroom Management</td>
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<td>D. Understanding of Children</td>
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<th>III. RELATIONS WITH CHILDREN</th>
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<tbody>
<tr>
<td></td>
<td>A. Cooperates well</td>
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<td></td>
<td>B. Accepts criticism graciously</td>
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<td></td>
<td>C. Exhibits professional ethics</td>
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<td>D. Works toward self-improvement</td>
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<td>E. Understands &amp; uses educational objectives</td>
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<tr>
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<th>IV. RELATIONS WITH CHILDREN</th>
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<tbody>
<tr>
<td></td>
<td>A. Utilizes community resources</td>
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<td>B. Understands community resources</td>
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<td></td>
<td>C. Co-operates with parents &amp; guardians</td>
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<td>D. Participates in community activities</td>
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<td>E. Co-operates in community and school activities, P.T.A., Open House, etc.</td>
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Cooperating Teacher’s Signature/ Date

Teacher Candidate’s Signature/ Date
Thank you for all that you have done to aid us in preparing teachers who promote academic excellence. Would you please take the time to complete this brief survey and assist us in maintaining our current level of teacher preparation and improving the quality of our teacher education program provided by our school?

Cooperating Teacher’s Name __________________________  School _____________________

How effective was the student teacher’s...

1. **Demonstration of professional behavior (fair, accountable, respectful, ethical, reflective, dependable, collaborative, and confidential) in engaging P-12 students in learning activities?**
   - □ Exceeded expectations
   - □ Met expectations
   - □ Did not meet expectations

2. **Setting high expectations in raising the academic performance of P-12 students?**
   - □ Exceeded expectations
   - □ Met expectations
   - □ Did not meet expectations

3. **Knowledge of content, teaching, and assessment in producing high levels of performance in P-12 students?**
   - □ Exceeded expectations
   - □ Met expectations
   - □ Did not meet expectations

4. **Use of technology in improving the academic performance of P-12 students?**
   - □ Exceeded expectations
   - □ Met expectations
   - □ Did not meet expectations

5. **Overall performance...**
   - □ Exceeded expectations
   - □ Met expectations
   - □ Did not meet expectations

6. **The support provided by the School of Education for your experience as a cooperating teacher**
   - □ Exceeded expectations
   - □ Met expectations
   - □ Did not meet expectations

What additional support, if any, could the School of Education provided to you to enhance your Cooperating Teacher experience?
University of AR at Pine Bluff
School of Education
Early Childhood Education (P-4th grade)
Candidate Scoring Rubric

Candidate Name: ____________________________ Date: ______
Cooperating Teacher:____________ School Name:__________________
Age or Grade Level____________ University Instructor/Supervisor:__________________________________
Arrival __:__ Departure___ :___
Please check appropriate selection:
• Field Experience ______
• Student Teaching (birth – age three) ______
• Student Teaching (age four – 4th grade) ______

Scoring criteria correlated with:
• National Association for Education of Young Children (NAEYC) standards
• State-adopted Pathwise Mentoring & Observation Model (PW)
• AR state licensure standards (ALS) Interstate New Teacher Assessment & Support Consortium (INTASC) standards
• UAPB Conceptual Framework (CF): Teacher As A Promoter of Academic Excellence

Directions: University Supervisor, please check any applicable indicators. Total the points earned per goal, and enter that total at the end of each section. At the conclusion, total all section scores for the composite score.
<table>
<thead>
<tr>
<th>Criteria (NAEYC/Pathwise)</th>
<th>Goal 1: Planning and Preparation</th>
<th>Exceeds Expectations (2 points)</th>
<th>Meets Expectations (1 point)</th>
<th>Does Not Meet Expectations (0 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NAEYC—</strong> 1a. Knowing and understanding young children’s characteristics and needs. <strong>PWD—</strong> A1. Demonstrates knowledge of students (age group, diversity, interests, heritage)</td>
<td><strong>NAEYC</strong>—1a. Knowing and understanding young children’s characteristics and needs. <strong>PWD—</strong> A1. Demonstrates knowledge of students (age group, diversity, interests, heritage)</td>
<td>___ Candidate demonstrates a clear understanding of developmental characteristics of the age group, how individual children learn, children’s skills, knowledge, language proficiency, interests, and cultural heritage and is able to articulate the value of this knowledge through examples.</td>
<td>___ Candidate has some familiarity of the developmental characteristics of the age group, how individual children learn, children’s skills, knowledge, language proficiency, interests and cultural heritage and provides a general explanation of why this knowledge is valuable.</td>
<td>___ Candidate displays little or no knowledge of the developmental characteristics of the age group, how individual children learn, students’ skills, knowledge, language proficiency, children’s interests or cultural heritage and does not recognize the value of this knowledge.</td>
</tr>
<tr>
<td><strong>NAEYC</strong> 4b. Knowing understanding and using effective approaches, strategies, and tools for early education. <strong>PWD</strong> A2. Selects instructional goals appropriate for lesson and students</td>
<td><strong>NAEYC</strong> 4b. Knowing understanding and using effective approaches, strategies, and tools for early education. <strong>PWD</strong> A2. Selects instructional goals appropriate for lesson and students</td>
<td>___ All candidate’s lesson outcomes are clear and written in the form of young children’s learning objectives, and consistently demonstrate the ability to differentiate instruction for groups or individual children.</td>
<td>___ Candidate’s lesson outcomes are only moderately clear or are not always written in the form of learning objectives for young children, and do not consistently demonstrate the ability to differentiate instruction for groups or individual children.</td>
<td>___ Candidate’s lesson outcomes are either unclear or are stated as activities, not as student learning objectives, and does not demonstrate the ability to differentiate instruction for groups or individual children.</td>
</tr>
<tr>
<td><strong>NAEYC</strong> 4d. Using own knowledge and other resources to design, implement and evaluate meaningful challenging curriculum to promote positive outcomes. <strong>PWD</strong> A3. Demonstrates knowledge of content by designing instruction that connects past, present, and future</td>
<td><strong>NAEYC</strong> 4d. Using own knowledge and other resources to design, implement and evaluate meaningful challenging curriculum to promote positive outcomes. <strong>PWD</strong> A3. Demonstrates knowledge of content by designing instruction that connects past, present, and future</td>
<td>___ Candidate clearly explains connections between current content and past or future learning.</td>
<td>___ Candidate is able to make some connection between current content to past and future learning, although such knowledge may be incomplete.</td>
<td>___ Candidate is unable to design lessons that connect current content to past and future learning.</td>
</tr>
</tbody>
</table>
### NAEYC 4b. Knowing understanding and using effective approaches, strategies, and tools for early education.
**PWD A4.** Demonstrates knowledge of pedagogy by planning age-appropriate instructional methods and learning activities, using appropriate materials and resources.

| Candidate reflects familiarity with a wide range of effective pedagogical approaches in the discipline, OR the candidate provides a sound explanation of why single methods or learning activities are appropriate for all students. | Candidate displays a limited range of pedagogical approaches suitable to the discipline or young children. OR instruction is appropriate for most children, but is not always differentiated appropriately for groups or individual children. | Candidate displays little or no understanding of the range of pedagogical approaches suitable for young children in content area instruction, and does not know how to always differentiate instruction appropriately for groups or individual children. |

### NAEYC 3c. Understanding and practicing responsible assessment.
**PWD A5.** Assesses student learning by planning assessments appropriate for students and aligned with learning goals.

| Assessment procedures align with all the instructional outcomes or may have been adapted for groups or individual children OR the candidate provides a sound explanation as to why the assessments are appropriate for all students. | Assessment procedures align with some of the instructional outcomes. | Assessment procedures are not aligned with instructional outcomes, and are not appropriate for young children. |
| Candidate has a systematic approach to learning assessment strategies, however these strategies are applied unevenly to determine student learning, the results of which are intended to drive future instruction for the children. | Candidate has a systematic approach to assessment, which includes varying assessment strategies to monitor children’s learning; assessment results will drive future teaching and learning opportunities. | Candidate has no systematic plan for assessment of student learning and does not know how to use assessment results to plan for future instruction. |

### Goal 1: Planning and Preparation
**NAEYC 1a, 3c, 4b, 4d**
**Pathwise Domain A**

<table>
<thead>
<tr>
<th>Criteria (NAEYC/Pathwise)</th>
<th>Exceeds Expectations (2 points)</th>
<th>Meets Expectations (1 point)</th>
<th>Does Not Meet Expectations (0 points)</th>
</tr>
</thead>
</table>

**Sub-score A**

12 points possible

**Total sub-score A**

Comments:
<table>
<thead>
<tr>
<th>Criteria (NAEYC/Pathwise)</th>
<th>Goal 2: The Learning Environment</th>
<th>NAEYC 2c &amp; 4b</th>
<th>Pathwise Domain B</th>
<th>Exceeds Expectations (2 points)</th>
<th>Meets Expectations (1 point)</th>
<th>Does Not Meet Expectations (0 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NAEYC</strong> 2c. Involving families and communities in their children’s development and learning.</td>
<td><strong>NAEYC</strong> 2c. Involving families and communities in their children’s development and learning.</td>
<td><strong>NAEYC</strong> 2c &amp; 4b</td>
<td><strong>Pathwise</strong> Domain B</td>
<td><strong>Exceeds Expectations (2 points)</strong></td>
<td><strong>Meets Expectations (1 point)</strong></td>
<td><strong>Does Not Meet Expectations (0 points)</strong></td>
</tr>
<tr>
<td><strong>PWD B1.</strong> Creates an environment that promotes fairness</td>
<td><strong>Candidate provides learning for all young children and responds to inappropriate interactions among children and encourages children to be fair to each other.</strong></td>
<td><strong>Candidate provides equal access to instruction for most young children and sometimes responds to inappropriate interactions among children and does not allow unfair behavior.</strong></td>
<td><strong>Candidate does not provide equal access to learning for all young children and does not respond to inappropriate interactions.</strong></td>
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</tr>
<tr>
<td><strong>NAEYC</strong> 2c. Involving families and communities in their children’s development and learning.</td>
<td><strong>Candidate/child interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the children; interactions among children are generally polite and respectful.</strong></td>
<td><strong>Candidate/child interactions are generally appropriate, but may reflect occasional inconsistencies. Children demonstrate respect for one another.</strong></td>
<td><strong>Candidate interaction with some children is negative, demeaning, sarcastic, or inappropriate to the age, or culture of the children. Children exhibit disrespect for the teacher. Child interactions are characterized by conflict, sarcasm, or put downs.</strong></td>
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<tr>
<td><strong>PWD B2.</strong> Creates an environment of respect and rapport</td>
<td><strong>Candidate actively encourages students to meet challenging learning expectations while conveying genuine enthusiasm for the content, and encouraging children to do the same.</strong></td>
<td><strong>Candidate communicates to all students that s/he is capable of meeting learning expectations, and communicates the importance of the subject to young learners.</strong></td>
<td><strong>Candidate communicates to young learners that they are incapable of learning or that the candidate’s expectations for their learning is low.</strong></td>
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<tr>
<td><strong>NAEYC</strong> 4a. Knowing, understanding, and using positive relationships and supportive interactions</td>
<td><strong>Candidate consistently makes appropriate attempts to respond to disruptive behavior with reasonable success; Standards of conduct are clear to all children.</strong></td>
<td><strong>Candidate makes appropriate attempts to respond to disruptive behavior. Standards of conduct appear established, and most children seem to understand them.</strong></td>
<td><strong>No attempt is made by the candidate to respond to disruptive behavior.</strong></td>
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<tr>
<td><strong>PWD B3.</strong> Communicates challenging learning expectations</td>
<td><strong>Candidate makes appropriate attempts to respond to disruptive behavior. Standards of conduct appear established, and most children seem to understand them.</strong></td>
<td><strong>No standards of conduct appear to have been established, or children are confused as to what the standards are.</strong></td>
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</table>
**NAEYC 2c. Involving families and communities in their children’s development and learning.**

**PWD B5. Organizes physical space for maximum learning and safety.**

<table>
<thead>
<tr>
<th>Criteria (NAEYC/Pathwise)</th>
<th>Goal 2: The Learning Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NAEYC 2c &amp; 4b</td>
</tr>
<tr>
<td></td>
<td>Pathwise Domain B</td>
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<tr>
<td></td>
<td>(Summary of B)</td>
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<tr>
<td>Exceeds Expectations</td>
<td>Meets Expectations</td>
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<tr>
<td>(2 points)</td>
<td>(1 point)</td>
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<tr>
<td>Does Not Meet Expectations</td>
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<td>(0 points)</td>
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**Sub-score B**

| 14 points possible        |                              |

**Total sub-score B:**

**Comments:**

**Criteria (NAEYC/Pathwise)**

**Goal 3: Instruction**

| NAEYC 1b, 3b, 3c, 3d, 4b, 4c, 4d, 5b |
| Pathwise Domain C             |

<table>
<thead>
<tr>
<th>Exceeds Expectations (2 points)</th>
<th>Meets Expectations (1 point)</th>
<th>Does Not Meet Expectations (0 points)</th>
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</thead>
</table>

74
<table>
<thead>
<tr>
<th>NAEYC</th>
<th>The candidate's learning goals, instructional procedures and directions are clear to all children.</th>
<th>The candidate provides the children with clear, accurate information about the instructional procedures for the lesson. Most of the children seem to understand the instructional procedures.</th>
<th>The children are not given clear, accurate information about the lesson, and many seem confused about what they are supposed to do.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1b. Knowing and understanding the multiple influences on development and learning.</td>
<td>4b. Knowing understanding and using effective approaches, strategies, and tools for early education.</td>
<td>4c. Knowing and understanding, the importance, central concepts, inquiry tools, and structures of content areas or academic disciplines.</td>
<td>PWD C1. Communicates learning goals and instructional procedures</td>
</tr>
<tr>
<td>4c. Knowing and understanding, the importance, central concepts, inquiry tools, and structures of content areas or academic disciplines.</td>
<td>4d. Using own knowledge and other resources to design, implement and evaluate meaningful challenging curriculum to promote positive outcomes.</td>
<td>PWD C2. Makes content comprehensible to students (coherent structure, makes material relevant to students)</td>
<td></td>
</tr>
<tr>
<td>NAEYC</td>
<td>The content is accurate, comprehensible to the children. AND the lesson as a whole has a logical and coherent structure.</td>
<td>The content is accurate and appears to be comprehensible to the children.</td>
<td>The content appears to be incomprehensible to the children; OR the lesson contains substantive inaccuracies.</td>
</tr>
<tr>
<td>4b. Knowing understanding and using effective approaches, strategies, and tools for early education.</td>
<td>4c. Knowing and understanding, the importance, central concepts, inquiry tools, and structures of content areas or academic disciplines.</td>
<td>Candidate connects content to the children’s prior knowledge and experience.</td>
<td>Candidate sporadically connects the content to children’s prior knowledge or experiences.</td>
</tr>
<tr>
<td>4d. Using own knowledge and other resources to design, implement and evaluate meaningful challenging curriculum to promote positive outcomes.</td>
<td>PWD C3. Extends student thinking</td>
<td>Candidate asks children to move beyond the basic facts of the lesson to think independently, creatively, or critically about the content being taught.</td>
<td>Candidate asks limited opportunities for children to move beyond the basic facts to think independently, creatively, or critically about the content being taught.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Candidate asks open-ended, high level questions and allows adequate time for children to respond.</td>
<td>Candidate asks questions which are high and low level OR does not consistently allow children adequate time for a response.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Candidate provides limited opportunities for children to move beyond the basic facts to think independently, creatively, or critically about the content being taught.</td>
<td>Candidate uses low level questions and does not provide time for children to think critically.</td>
</tr>
<tr>
<td>NAEYC</td>
<td>Candidate monitors individual children or groups of children for understanding of the content to insure ALL students understand; substantive and specific feedback is provided, as appropriate</td>
<td>Candidate monitors content understanding of the class as a whole, but elicits little diagnostic information; feedback is provided, as necessary, and attempts are made to adjust lesson when needed.</td>
<td>No attempt is made to determine whether children understand the teaching &amp; learning opportunity; no feedback is provided OR it is of poor quality and is not given in a timely manner.</td>
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</tr>
<tr>
<td>3b. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches</td>
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<tr>
<td>3c. Understanding and practicing responsible assessment.</td>
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<tr>
<td>3d. Knowing about assessment partnership with families and other professionals.</td>
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<tr>
<td><strong>PWD C4.</strong> Monitors learning, provides feedback, and adjusts learning activities to meet the needs of all young children.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>NAEYC</strong> 3b. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches</td>
<td>____Conducts any necessary non-instructional procedures efficiently; pacing of the lessons is appropriate for most children.</td>
<td>____Non-instructional procedural matters do not occupy an excessive amount of time.; pacing of the lessons is appropriate to the content and for most of the children.</td>
<td>____Spends substantial amounts of instructional time on activities with little instructional value pacing of the lessons is inappropriate to the content and/or the age of the children.</td>
</tr>
<tr>
<td><strong>NAEYC</strong> 3b. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches</td>
<td>____Candidate's spoken and written language is clear: children are assisted with reading, writing, speaking, and listening skills.</td>
<td>____Candidate's spoken language is audible, written language is legible and both oral and written communication is correct; attempts to assist children with reading, writing, speaking, and listening skills.</td>
<td>____Candidate's spoken language is inaudible, or written language is illegible.; there is no attempt to assist children with reading, writing, speaking, or listening skills.</td>
</tr>
<tr>
<td><strong>NAEYC</strong> 5b. Knowing about and upholding ethical standards and other professional guidelines.</td>
<td>____Candidate effectively applies technology for record-keeping for children’s learning progress, for developing assessment resources and rubrics, and for planning and presenting lessons.</td>
<td>____Candidate effectively applies technology for record-keeping for children’s learning progress, for developing assessment resources and rubrics, or for planning and presenting lessons.</td>
<td>____Candidate does not apply technology for record-keeping of children’s learning processes, for developing assessment resource materials and scoring rubrics, or for planning and presenting lessons.</td>
</tr>
<tr>
<td><strong>PWD C5.</strong> Uses instructional time effectively</td>
<td></td>
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<tr>
<td><strong>NAEYC</strong> 5b. Knowing about and upholding ethical standards and other professional guidelines.</td>
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<tr>
<td><strong>NAEYC</strong> 5b. Knowing about and upholding ethical standards and other professional guidelines.</td>
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<td><strong>NAEYC</strong> 5b. Knowing about and upholding ethical standards and other professional guidelines.</td>
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<tr>
<td><strong>NAEYC</strong> 4b. Knowing understanding and using effective approaches, strategies, and tools for early education.</td>
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<tr>
<td><strong>NAEYC</strong> 4b. Knowing understanding and using effective approaches, strategies, and tools for early education.</td>
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</tr>
<tr>
<td><strong>NAEYC</strong> 4b. Knowing understanding and using effective approaches, strategies, and tools for early education.</td>
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</tr>
</tbody>
</table>
### NAEYC

3b. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches

3c. Understanding and practicing responsible assessment.

### PWD

C8. Impacts children’s learning evidenced by formative/summative assessments

### Sub-score C

| 20 points possible |

---

| Total sub-score C: | Comments: |

---

### Criteria (NAEYC/Pathwise) Goal 3: Instruction

NAEYC 1b, 3b, 3c, 3d, 4b, 4c, 4d, 5b Pathwise Domain C

(.Summary of C)

<table>
<thead>
<tr>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>(2 points)</td>
<td>(1 point)</td>
<td>(0 points)</td>
</tr>
</tbody>
</table>

### Criteria (NAEYC/Pathwise) Goal 4: Professional Responsibilities

NAEYC 2b, 2c, 5a, 5b, 5c, 5d, 5e Pathwise Domain D

<table>
<thead>
<tr>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>(2 points)</td>
<td>(1 point)</td>
<td>(0 points)</td>
</tr>
</tbody>
</table>

### NAEYC 5d. Integrating knowledgeable, reflective and critical perspectives on early education.

PWD D1. Reflects on teaching

| Candidate describes the strengths and weaknesses of the lessons in relation to the learning goals AND supports her/his judgments with specific evidence from the lessons. |
| Candidate accurately describes the strengths and weaknesses of the lesson in relation to the learning goals. |
| Candidate describes how to apply this experience in future instruction, making specific suggestions for improvement or alternate strategies. |
| Candidate cannot accurately identify strengths and weaknesses of the lesson relation to the learning goals. |
| Candidate cannot propose ideas for improvement. |

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<table>
<thead>
<tr>
<th>Criteria (NAEYC/Pathwise)</th>
<th>Goal 4: Professional Responsibilities</th>
</tr>
</thead>
</table>

**NAEYC**

5e. Engaging in informed advocacy for children and the profession.

**PWDD**

D2. Demonstrates a sense of efficacy (responsibility for child’s learning)

- **Candidate suggests specific, practical actions that s/he intends to take to address the specific learning needs of the children.**
- **Candidate takes responsibility for student successes and failures.**
- **Candidate attempts to find ways to address the specific learning needs of students, and can suggest practical actions that have already been tried.**
- **Candidate takes responsibility for success of students but attributes failure to outside factors.**
- **Candidate makes no attempt to address the specific learning needs of students.**
- **Candidate attributes failure and success of students to outside factors.**

**NAEYC**

5a. Identifying and involving oneself with the early childhood field.
5b. Knowing about and upholding ethical standards and other professional guidelines.
5c. Engaging in continuous, collaborative learning to inform practice.
5d. Engaging in informed advocacy for children and the profession.
5e. Demonstrates a sense of efficacy (responsibility for child’s learning)

**PWD**

D3. Builds professional relationships

- **Candidate demonstrates knowledge of resources available through colleagues in the district and in the community and attempts to consult with colleagues when necessary on matters related to learning and instruction.**
- **Candidate demonstrates knowledge of resources available through colleagues in the district and in the community.**
- **Candidate demonstrates no knowledge of resources available through colleagues in the district or in the community.**

**NAEYC**

2b. Supporting and empowering families and communities through respectful, reciprocal relationship.
2c. Involving families and communities in their children’s development and learning.

**PWD**

D4. Communicates with families/caregivers and communities – must be two-way communication

- **Candidate demonstrates knowledge of forms of two-way communication that s/he can use to communicate with parents or guardians of children for various purposes and describes situations in which s/he has engaged in reciprocated communication or would communicate with parents/guardians regarding specific children.**
- **Candidate demonstrates knowledge of forms of two-way communication that s/he can use to communicate with parents or guardians of children for various purposes.**
- **Candidate demonstrates no knowledge of forms of communication that s/he can use to communicate with parents or guardians OR provides little or no information to families/caregivers.**

**NAEYC**

5b. Knowing about and upholding ethical standards and other professional guidelines.

**PWD**

D5. Maintains accurate records

- **Candidate’s system for monitoring and maintaining accurate records is effective; the confidentiality of children’s records is guarded.**
- **Candidate’s system for maintaining records is effective; maintains inconsistent confidentiality of children’s records.**
- **Candidate has no system for keeping accurate records, resulting in errors and confusion; does not maintain confidentiality of children’s records.**

**Goal 4: Professional Responsibilities**

NAEYC 2b, 2c, 5a, 5b, 5c, 5d, 5e

Pathwise Domain D

(Summary of D)
<table>
<thead>
<tr>
<th>Exceeds Expectations (2 points)</th>
<th>Meets Expectations (1 point)</th>
<th>Does Not Meet Expectations (0 points)</th>
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</thead>
<tbody>
<tr>
<td><strong>NAEYC</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5d. Integrating knowledgeable, reflective and critical perspectives on early education.</td>
<td>Candidate actively participates in professional development activities, seeking opportunities to enhance knowledge and skills; candidate applies what has been learned to the learning environment; a professional growth plan is maintained.</td>
<td>Candidate does not participate in professional development activities, even when activities are clearly needed for the improvement of teaching; does not maintain a professional growth plan.</td>
</tr>
<tr>
<td><strong>PWD</strong></td>
<td></td>
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</tr>
<tr>
<td>D6. Grows and develops professionally (service, memberships, use of research)</td>
<td>Candidate welcomes feedback from supervisors and colleagues.</td>
<td>Candidate resists feedback on teaching performance.</td>
</tr>
<tr>
<td><strong>NAEYC</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5a. Identifying and involving oneself with the early childhood field.</td>
<td>Candidate’s professionalism is appropriate (including dress, attitude and behavior); all school and district policies and procedures.</td>
<td>Candidate displays a lack of professionalism (including dress, attitude and behaviors); is often in violation of school or district policies and procedures.</td>
</tr>
<tr>
<td>5b. Knowing about and upholding ethical standards and other professional guidelines.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PWD</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D7. Professionalism demeanor (adheres to school policies, dresses and behaves in professional manner)</td>
<td>Candidate’s professionalism is generally appropriate (including dress, attitude and behaviors); behavior adhere to all school and district policy and procedure guidelines.</td>
<td>Candidate’s professionalism is generally appropriate (including dress, attitude and behaviors); behavior adhere to all school and district policy and procedure guidelines.</td>
</tr>
</tbody>
</table>

**Sub-score D: 20 points possible**

Total Sub-score D: ___

Comments:

66 Total points possible

**Grading Scale**

- 66 – 59 = A (Exceeds Expectations)
- 58 – 53 = B (Exceeds Expectations)
- 52 – 46 = C (Meets Expectations)
- 45 or below = D/F (Does not Meet Expectations)

**Composite summary comments:**

**Signatures:**

Candidate: ___________________________ Date: __________________

Cooperating Teacher: ___________________________ Date: __________________

University Supervisor: ___________________________ Date: __________________
This rubric is to assess knowledge, skills, and dispositions of middle level student teachers as Promoters of Academic Excellence. These assessment items are aligned with NMSA Standards.

Scale: 4-Exceeds Expectations 3-Meets Expectations 2-Does Not Meet Expectations 1-N/A

Points:
4=105-116 points 3=93-104 points 2=81-92 points 1=80 or less points

Student Teacher: ______________________ Candidate’s ID # ______________________
Subject: ___________ 4th - 8th Grade: ___ Arrival Time _______ Departure Time _______
Date: ___________________ Cooperating Teacher: ____________________________
Name of School: ______________ City __________________ State _______________

Please total each section, add a section comment, total those points, and record in the space below. Use the following scale for your evaluation:

Section I _______ Section II _______ Section III _______ Total Points _______ Rating ______

I. Professional Education: Instructional Skills & Technology; Classroom Organization & Management; and Assessment Skills (Aligned with NMSA Standards and Dispositions)

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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</table>
| • Organizes instruction and activities based upon differences among learners. (T-PAE Professionalism)  
  (Comments): | | | |
| • Uses depth and breadth of content knowledge in ways that maximize student learning. (NMSA Standard 4.1)  
  (Comments): | | | |
| • Articulates clear learning goals for the lesson that are developmentally appropriate. (T-PAE professionalism)  
  (Comments): | | | |
| • Uses effective content specific teaching and assessment strategies. (NMSA Standard 4.2)  
  (Comments): | | | |
| • Reflects on the extent to which the learning goals were met in today’s lesson. (T-PAE Professionalism)  
  (Comments): | | | |
| • Is committed to the importance of integrating content. (NMSA Disposition 4.2)  
  (Comments): | | | |
| • Creates or selects appropriate teaching methods, learning activities, technology, instructional materials and other resources that are aligned with the goals of the lesson. (T-PAE Professionalism)  
  (Comments): | | | |
| • Integrates state-of-the-art technologies and literacy skills into teaching science and mathematics and/or Language Arts and Social Studies to young adolescents. (NMSA Standard 4.5)  
  (Comments): | | | |
| • Uses technology as a tool for instruction and assessment of student performance that meets individual and group needs and analyzes effectiveness of teaching. (T-PAE Technology)  
  (Comments): | | | |
| • Incorporates technology in planning, integrating, implementing and assessing curriculum and student learning. (NMSA Standard 3.9)  
  (Comments): | | | |
| • Values the integration of state-of-the-art technologies and literacy skills in all teaching fields. (NMSA Disposition 4.4)  
  (Comments): | | | |
• Provides learning experiences that encourage critical thinking, problem solving, informed decision making, and creativity. (T-PAE Professionalism)
• Engages all young adolescents in mathematics and science content or Language Arts and Social Studies content that incorporate their ideas, interests, and experiences. (NMSA Standard 4.5)
• Engages in activities designed to extend knowledge in mathematics and science or language arts and social studies. (NMSA Standard 4.6)
• (Comments):____________________________________________________________________

• Creates a climate that provides opportunities for student-student interactions as well as teacher-student interactions. (T-PAE Professionalism)
• Believes in the philosophical foundations that support developmentally responsive and socially equitable programs for all young adolescents. (NMSA Disposition 2.1)
• Is committed to the application of middle level philosophical foundations in their practice. (NMSA Disposition 2.2)
• (Comments):_____________________________________________________

• Creates and maintains classroom environment conducive to learning, including standards of classroom behavior. (T-PAE Professionalism)
• Is supportive of organizational components that maximize student learning. (NMSA Disposition 2.3)
• (Comments):_____________________________________________________

• Makes smooth transition from one activity to another activity. (T-PAE Professionalism)
• Values the need for providing and maintaining environments that maximize student learning. (NMSA Disposition 5.2)
• (Comments):_____________________________________________________

• Monitors students’ understanding of content through a variety of means, provides feedback, and adjusts instructional activities in order to meet the needs of all students. (T-PAE Professionalism)
• Uses current knowledge and standards from multiple subject areas in planning, integrating, and implementing curriculum. (NMSA Standard 3.2)
• Views all areas of knowledge as important. (NMSA Disposition 3.2)
• (Comments):_____________________________________________________

• Incorporates the ideas, interests, and experiences of all young adolescents in curriculum. (NMSA Standard 3.3)
• Teach curriculum in ways that encourage all young adolescents to observe, question, and interpret knowledge and ideas from diverse perspectives. (NMSA Standard 3.5)
• (Comments):_____________________________________________________

• Uses multiple assessment strategies that effectively measure student mastery of the curriculum. (NMSA Standard 3.8)
• Realizes the importance of connecting curriculum and assessment to the needs, interests, and experiences of all young adolescents. (NMSA Disposition 3.4)
• Values the importance of ongoing curriculum assessment and revision. (NMSA Disposition 3.3)
• (Comments):_____________________________________________________

• Uses a variety of teaching/learning strategies and resources that motivate young adolescents to learn. (NMSA 5.1)
• Creates learning experiences that encourage exploration and problem solving so all young adolescents can be actively engaged in learning. (NMSA 5.2)
• Appreciates the importance of teaching strategies that are current and supported by research and successful practices. (NMSA Disposition 5.7)
• Is committed to implementing an integrated curriculum that accommodates and supports the learning of all young adolescents. (NMSA Disposition 3.5)
• (Comments):_____________________________________________________
### Plans effective instruction individually and with colleagues.  (NMSA 5.3)
- Realizes the importance of basing instruction on assessment results.  (NMSA Disposition 5.6)

### Establishes equitable, caring, and productive learning environments for all young adolescents. (NMSA 5.6)
- Employs fair, effective, developmentally responsive classroom management techniques. (NMSA 5.7)
- Values the need for providing and maintaining environments that maximize student learning (NMSA Disposition 5.2)

### Implements a variety of developmentally responsive assessment measures (e.g., portfolios, authentic assessments, student self-evaluation).  (MNSA 5.8)
- Maintains useful records and creates an effective plan for evaluation of student work and achievement. (NMSA 5.9)
- Is committed to using assessment to identify student strengths and to enhance student growth rather than deny student access to learning.    (NMSA Disposition 5.8)

### Communicates assessment information knowledgeably and responsibly to students, families, educators, community members, and other appropriate audiences.    (NMSA 5.10)

### Teacher Candidate shows respect for diverse talents of all learners and is committed to helping them develop self-confidence and competence.  (T-PAE Diversity)
- Is positive and enthusiastic about all young adolescents.   (NMSA Disposition 1.1)

### Demonstrates a multicultural perspective in selecting materials, teaching methods, and appropriate technology. (T-PAE Diversity)
- Believes that diversity among all young adolescents is an asset.   (NMSA Disposition 1.6)

### Uses appropriate services or resources to meet exceptional learning needs.   (T-PAE Diversity)
- Holds high, realistic expectations for the learning and behavior of all young adolescents.  (NMSA Disposition 1.3)

### Establishes and maintains an environment of respect and rapport with all students.  (T-PAE Diversity)
- Establishes close, mutually respectful relationships with all young adolescents that support their intellectual, ethical, and social growth.    (NMSA 1.1)

### Attempts to provide success for all students through the use of technology and by monitoring and adjusting plans, assignments, and classroom activities to fit learning styles and needs.
- Respects and appreciates the range of individual developmental differences of all young adolescents.  (NMSA 1.2)
- Believes that his/her role includes helping all young adolescents develop to their full potential.  (NMSA Disposition 1.7)

### Encourages students to develop and have confidence in their own ability to think independently, creatively, or critically.  (T-PAE Diversity)
- Creates positive, productive learning environments where developmental differences are respected and supported and individual potential is encouraged.   (NMSA 1.3)
- Respects and appreciates the range of individual developmental differences of all young adolescents.  (NMSA 1.2)
- Believes that all young adolescents can learn and accepts responsibility to help them do so.   (NMSA Disposition 1.4)
III. **Professionalism: Teacher Expectations; Research; Commitment to Teaching; and Ethics and Ethical Conduct.** (Aligned With NMSA Standards and Dispositions)

### Section II

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<th>Points:</th>
<th>COMMENTS:</th>
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| Teacher Candidate is prepared with several possible actions, and conveys a sense of commitment to use of alternatives, persisting in the search for an effective approach so every student feels he/she can meet the learning goals. (T-PAE Teacher Expectations) |
| Believes that their professional responsibilities extend beyond the classroom and school (e.g., advisory committees, part-teacher organizations) (NMSA Disposition 7.3) |
| Uses technology to assess student performance and analyze effectiveness of teaching. (T-PAE Teacher Expectations) |
| Engages in and supports ongoing professional practices for self and colleagues (e.g., attends professional development activities and conferences, participates in professional organizations) (NMSA 7.4) |
• Communicates effectively both written and orally (shows and tells how students are expected to participate in learning activities). (T-PAE Teacher Expectations)
(Comments): __________________________________________________________

• Builds and maintains professional relationships with cooperating teacher to share teaching insights and to coordinate learning activities for students. (T-PAE Teacher Expectations)
• Perceives himself/herself as a member of the larger learning community. (NMSA Disposition 7.2)
(Comments): __________________________________________________________

• Utilizes a variety of technology and instructional materials including external resources, in subject delivery and understands the value in presenting the subject. (T-PAE Teacher Expectation)
• Models positive attitudes and appropriate attitudes and appropriate behaviors for all young adolescents. (NMSA 7.1)
(Comments): __________________________________________________________

• Maintains an appropriate level of professional ethics in terms of personal conduct, academic integrity, emotional maturity and professionalism (follows school policies, dress appropriately and conducts oneself in a professional manner). (T-PAE Teacher / Expectations)
• Believes in maintaining high standards of ethical behavior and professional competence. (NMSA Disposition 7.4)
(Comments): __________________________________________________________

• Uses assessment data for improving instruction and learning. (T-PAE Teacher Expectations)
• Realizes the importance of basing instruction on Assessment results. (NMSA Disposition 5.6)
(Comments): __________________________________________________________

• Shows persistence and promptness in completion of tasks. (T-PAE Teacher Expectations)
(Comments): __________________________________________________________

• The Teacher values professional development. (T-PAE Teacher Expectation)
• Participates in professional development activities that increase their knowledge of effective teaching/learning strategies. (NMSA 5.5)
• Reads professional literature, consult with colleagues, maintains currency with a range of technologies, and seeks resources to enhance their professional competence. (NMSA 7.5)
• Values learning as a life-long process.
(Comments): __________________________________________________________

IV. Community and Global Issues: Utilization of External Resources; Quality of Life Awareness; Community Systems Analysis Skills

• Teacher Candidate provides learning experiences that incorporates the socio-economic perspectives of diverse groups within the school’s community as well as that of the greater community. (T-PAE Community and Global Issues)
• Acts as advocate for all young adolescents in the school community (NMSA 6.2)
• Values and appreciate all young adolescents regardless of family circumstances, community environment, health, and/or economic conditions.
(Comments): __________________________________________________________

• Teacher candidate plans student learning activities that foster a sense of self-worth and self-identity. (T-PAE Community and Global Issues)
• Values the enrichment of learning that comes from the diverse backgrounds, values, skills, talents and interests of all young adolescents and their families. (NMSA Disposition 6.6)
(Comments): __________________________________________________________

• Teacher candidate provides for a classroom setting and designs lessons that demonstrate knowledge of how
<table>
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<tr>
<th>Section IV Points:</th>
<th>COMMENTS:</th>
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</table>

- to access community resources to assist youth and families. (T-PAE Community and Global Issues)
- Is committed to helping family members become aware of how and where to receive assistance when need. (NMSA Disposition 6.4)

(Comments): __________________________________________

- Teacher candidate equips students with lifelong learning skills by showing them how to assess for and provide for community needs through service learning projects. (T-PAE Community and Global Issues)
- Encourage all young adolescents to participate in community activities and services that contribute to their welfare and learning (e.g., service-learning, health services, after-school programs).

Candidate’s Signature: __________________________________________

DATE

University Supervisor’s Signature: __________________________________________

DATE

Cooperating Teacher’s Signature: __________________________________________
This rubric is used to assess the knowledge, skills, and dispositions of teacher candidates as Promoters of Academic Excellence. The descriptors in each category, derived from the conceptual framework, form the basis for the evaluation. Please total each section, add a section comment, and total those points and record in the space below. Use the following scale for your evaluation: Health & Physical Education Social Studies, Sciences, and Business Technology.

Scale: 4-Strong-highly competent  3-Satisfactory-acceptable  2-Weak-needs improvement
1-Poor/Unacceptable

Points:
4=113-126 points  3=100-112 points  2=88-99 points  1=87 or less points

Teacher Candidate: __________________________ Candidate ID#: __________________________
Subject:_________________________Grade:______Arrival Time:______Departure Time:______
Date:_________________________Cooperating Teacher:_________________________
Name of School:________________________City:________________________State:____________
Evaluation:
Section I____Section II____Section III____Section IV____Total Points____Rating____

I. Professional Education: Instructional Skills & Technology; Classroom Organization & Management; and Assessment Skills

1 2 3 4

• Organizes instruction and activities based upon differences among learners.
<table>
<thead>
<tr>
<th>Points</th>
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<tbody>
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</table>

### Section I

#### Diversity: Human Relations Skills; Respect for Human Dignity; and Appreciation for Cultural Diversity.

1. Teacher Candidate shows respect for diverse talents of all learners and is committed to helping them develop self-confidence and competence.
   (Comments):

2. Demonstrates a multicultural perspective in selecting materials, teaching methods, and appropriate technology.
   (Comments):

3. Uses appropriate services or resources to meet exceptional learning needs.
   (Comments):
Establishes and maintains an environment of respect and rapport with all students.  
(Comments):__________________________________________________________

Attempts to provide success for all students through the use of technology and by monitoring and adjusting plans, assignments, and classroom activities to fit learning styles and needs.  
(Comments):__________________________________________________________

Encourages students to develop and have confidence in their own ability to think independently, creatively, or critically.  
(Comments):__________________________________________________________

Encourages students to participate in the activities of class and respects their contributions.  
(Comments):__________________________________________________________

Respects students as individuals with differing personal and family backgrounds and various skills, talents, and interests.  
(Comments):__________________________________________________________

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### Section II

**Points:**

**COMMENTS:**

### III. Professionalism: Teacher Expectations; Research; Commitment to Teaching; and Ethics and Ethical Conduct.

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<tr>
<th>1</th>
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</table>
| Teacher Candidate is prepared with several possible actions, and conveys a sense of commitment to use of alternatives, persisting in the search for an effective approach so every student feels he/she can meet the learning goals.  
(Comments):|__________________________________________________________|
| Uses technology to assess student performance and analyze effectiveness of teaching.  
(Comments):|__________________________________________________________|
| Communicates effectively both written and orally (show and tell how students are expected to participate in learning activities).  
(Comments):|__________________________________________________________|
| Builds and maintains professional relationships with cooperating teacher to share teaching insights and to coordinate learning activities for students.  
(Comments):|__________________________________________________________|
| Utilizes a variety of technology and instructional materials including external resources, in subject delivery and understands the value in presenting the subject.  
(Comments):|__________________________________________________________|
| Maintains an appropriate level of professional ethics in terms of personal conduct, academic integrity, emotional maturity and professionalism (follows school policies, dress appropriately and conducts oneself in a professional manner).  
(Comments):|__________________________________________________________|
| Uses assessment data for improving instruction and learning.  
(Comments):|__________________________________________________________|
| Shows persistence and promptness in completion of tasks.  
(Comments):|__________________________________________________________|
| The Teacher values professional development.  
(Comments):|__________________________________________________________|

---

### Section III

**Points:**

**COMMENTS:**

### IV. Community and Global Issues: Utilization of External Resources; Quality of Life
### Issues; Community Systems Analysis Skills.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Teacher Candidate provides learning experiences that incorporate the socio-economic perspectives of diverse groups within the school’s community as well as that of the greater community. (Comments):_______________________________________</td>
<td></td>
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<tr>
<td>• Teacher candidate plans student learning activities that foster a sense of self-worth and self-identity. (Comments):____________________________________________________</td>
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<tr>
<td>• Teacher candidate provides for a classroom setting and designs lessons that demonstrate Knowledge of how to access community resources to assist youth and families. (Comments):_____________________________________________</td>
<td></td>
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<tr>
<td>• Teacher candidate equips students with lifelong learning skills by showing them how to assess for and provide for community needs through service learning projects. (Comments):_____________________________________________</td>
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</tbody>
</table>

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**Section IV Points:**

**COMMENTS:**

Candidate’s Signature: ____________________________ Date: __________

University Supervisor’s Signature: ____________________________ Date: __________

Cooperating Teacher’s Signature: ____________________________ Date: __________
This rubric is used to assess knowledge, skills, and dispositions of English Language Arts candidates as Promoters of Academic Excellence. The descriptors for each category are derived from the School of education Conceptual Framework. NCTE Standards form the basis for the evaluation.

Candidate Name: ____________________ ID#: ____________________
Date: ____________________ Cooperating Teacher:_________________
School:____________________ City: __________________ State: ______
Arrival Time:______________ Departure Time:_________________
Scale:
4 points = strong/highly competent 3 points = satisfactory/acceptable
2 points = weak/needs improvement 1 point = poor/unacceptable

<table>
<thead>
<tr>
<th>Knowledge of Content</th>
<th>poor/unacceptable (1 point)</th>
<th>weak/needs improvement (2 points)</th>
<th>satisfactory/acceptable (3 points)</th>
<th>strong/highly competent (4 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate demonstrates knowledge of, and skills in the use of, the English language (NCTE 3.1)</td>
<td></td>
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</tr>
<tr>
<td>Candidate demonstrates knowledge of the practices of oral, visual and written literacy (NCTE 3.2)</td>
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<tr>
<td>Candidate demonstrates knowledge of reading processes (NCTE 3.3)</td>
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<tr>
<td>Candidate uses a wide range of approaches for helping students to draw upon their past experiences, sociocultural backgrounds, interests, capabilities, and understandings to make meaning of texts (NCTE 3.3.2)</td>
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<tr>
<td>Candidate demonstrates knowledge of different composing processes (NCTE 3.4)</td>
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<tr>
<td>Candidate demonstrates</td>
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</tbody>
</table>
knowledge of and uses for, an extensive range of literature (NCTE 3.5)

Candidate demonstrates knowledge of the range and influence of print and nonprint media and technology in contemporary culture (NCTE 3.6)

<table>
<thead>
<tr>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Professionalism</th>
<th>poor/unacceptable (1 point)</th>
<th>weak/needs improvement (2 points)</th>
<th>satisfactory/acceptable (3 points)</th>
<th>strong/highly competent (4 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate uses ELA extensively and creatively to help students become more familiar with their own and others’ cultures (NCTE 2.2)</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Candidate understands the purposes and characteristics of different kinds of curricula and related teaching resources and selects or creates instructional materials that are consistent with what is currently known about student learning in ELA (NCTE 4.1)</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Candidate creates literate classroom communities by presenting varied structures and techniques for group interactions by employing effective classroom management strategies and by providing students with opportunities for feedback and reflection (NCTE 4.2)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Candidate integrates throughout the ELA curriculum learning opportunities in which students demonstrate their abilities to use language for a variety of purposes in</td>
<td></td>
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</tr>
</tbody>
</table>
Candidate engages students in discovering their personal response to texts and ways to connect such response to other larger meanings and critical stances (NCTE 4.8)

<table>
<thead>
<tr>
<th>Diversity</th>
<th>poor/unacceptable (1 point)</th>
<th>weak/needs improvement (2 points)</th>
<th>satisfactory/acceptable (3 points)</th>
<th>strong/highly competent (4 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate creates and sustains an inclusive and supportive learning environment in which all students can engage in learning (NCTE 2.1)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Candidate plans and carries out frequent and extended learning experiences that integrate arts and humanities into the daily learning of their students (NCTE 2.6)</td>
<td></td>
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</tr>
<tr>
<td>Candidate creates opportunities for students to analyze how social context affects language and to monitor their own language use and behavior in terms of demonstrating respect for individual differences of ethnicity, race, language, culture, gender, and ability (NCTE 4.4)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Candidate helps students to participate in dialogue within a community of learners by making explicit for all student the speech and related behaviors appropriate for conversing about ideas presented through oral, written, and/or visual forms (NCTE 4.5)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Community and Global Issues</td>
<td>weak/unacceptable (1 point)</td>
<td>satisfactory/acceptable (3 points)</td>
<td>strong/target (4 points)</td>
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<tr>
<td>Candidate makes meaningful and creative connections between the ELA curriculum and developments in culture, society and education (NCTE 2.5)</td>
<td></td>
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</tr>
<tr>
<td><strong>Total Points</strong></td>
<td></td>
<td></td>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Professionalism</th>
<th>weak/unacceptable (1 point)</th>
<th>satisfactory/acceptable (3 points)</th>
<th>Strong/highly competent (4 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate uses the results of reflective practice not only to adapt instructions and behavior to assist all students to learn but also to design a well-conceived plan for professional development that features collaboration with the academic community, professional organizations and others (NCTE 2.3)</td>
<td></td>
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<tr>
<td><strong>Total Points</strong></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment</th>
<th>weak/unacceptable (1 point)</th>
<th>satisfactory/acceptable (3 points)</th>
<th>strong/target (4 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate designs and implements instruction and assessment that assist students in developing habits of critical thinking (NCTE 2.4)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Candidate integrates assessment consistently into instruction by: a. establishing criteria and developing strategies for assessment that allow all students to understand what they know and can do in</td>
<td></td>
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</tbody>
</table>
light of their instructional experiences
b. interpreting the individual and group results of any assessments and drawing upon a variety of information in these assessments to inform instruction
c. assisting all students in becoming monitors of their own work and growth in speaking, listening, writing, reading, enacting, and viewing; and
d. explaining to students, parents, and others concerned with education how students are assessed (NCTE 4.10)

<table>
<thead>
<tr>
<th>Total Points</th>
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<table>
<thead>
<tr>
<th>Technology</th>
<th>weak/unacceptable (1 point)</th>
<th>satisfactory/acceptable (3 points)</th>
<th>strong/target (4 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate helps students compose and respond to film, video, graphic, photographic, audio, and multimedia texts and use current technology to enhance their own learning and reflection on their learning (NCTE 3.6.3)</td>
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</table>

<table>
<thead>
<tr>
<th>Total Points</th>
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</table>

**TOTAL POINTS EARNED: ______**

Candidate’s Signature: ___________________________ Date: __________

University Supervisor’s Signature: ___________________________ Date: __________

Cooperating Teacher’s Signature: ___________________________ Date: __________
APPENDIX M

ASSURE Model Template

Include Topic of the Lesson

I. Analyze Learners (Need three separate headings; a heading for each)
   
   1. General Characteristics (5 minimum)
   2. Entry Competencies –prerequisite skills needed to be successful with the lesson, skills, attitude knowledge that students already have (4 minimum)
   3. Learning Style (select one or more of several used in the textbook)

II. State Objectives (What you want the learner to know at the end of the lesson)

   ✓ State in behavioral terms using an active verb
   ✓ Use all of the A B C D’s (Audience, Behavior, Condition, and Degree) for each objective
   ✓ Use one sentence for each objective

   In the State Objectives section, add one or more of the Arkansas Curriculum Frameworks (http://arkedu.state.ar.us) that relate to your topic and objective(s). Also, look at your small green textbook or go to the ISTE website and select and add an appropriate National Educational Technology Standard (NETS- http://cnets.iste.org/index2.html) appropriate for the grade level that you have chosen.

III. Select Methods, Media and Materials (Need three separate headings; a heading for each)

   1. Identify Method or methods using in the lesson (select from the ten in the textbook)
   2. Identify the Media needed to teach the lesson
   3. Identify the Material needed for the lesson

IV. Utilize Media and Materials

   Pre-teaching Tasks: (Things to do in designing the presentation; tasks you do before teaching the lesson; preparation activities). DO NOT WRITE IN FIRST PERSON.

   1. Preview the Media/Material (see if appropriate for age, gender, objectives; see if websites are still at the given URL, etc.)
   2. Prepare the Material (handouts, worksheets, PowerPoint presentations, transparencies, games, reserve equipment, etc.)
   3. Prepare the Environment (arrange chairs/desks, setup equipment, etc.)
   4. Prepare the Learners (Set)
**Teaching Tasks:** (The Presentation, Procedures to follow, steps, T2O)

5. Provide the Learning Experience (teach the lesson) V. Require Learner Participation (Student Tasks; Student Activities)
   - List those things that will engage the learner (state in terms that indicate the student will…)
     - Activities
     - Questions to ask
     - Skills to practice
     - Follow up Activities
   - List Independent Activities
   - List Extended Activities
   - Other

VI. Evaluate and Revise (Be specific)

1. Evaluation of Learner Achievement
   a. How will you know that the learner has achieved the degree stated in the objective? What criteria or degree must a student meet before objectives have been achieved?
   b. What type of test will you give? What is the nature of your objective? What type of assessment does your objective dictate?
     - Observation
     - Paper Pencil
     - Survey
     - Other
   c. Specify if no formal test will be given and indicate how evaluation will be done

2. Evaluation of Methods and Media
   a. How will you determine if your methods and media were effective?
   b. Will you use students and faculty evaluation?

3. Provide a Sample Test Item(s) – Attach at the end of the Lesson Plan
   a. Create at least 5 sample test items if you are giving a paper pencil exam.
   b. Sample survey items, if giving a survey
   c. Sample oral questions, if giving oral exam
   d. If previously stated items, indicate that you have done so and in which section of the ASSURE model you stated the items.

4. Revision.
   a. What revisions are necessary IF …
      - Students did not achieve objectives
      - Methods were not effective or appropriate
      - Media were not effective or appropriate
   b. Indicate needed revision(s)
   c. Indicate if no revision(s) are needed
# PET LESSON PLANNING

<table>
<thead>
<tr>
<th>SUBJECT:</th>
<th>Name of Lesson:</th>
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</table>

<table>
<thead>
<tr>
<th>GRADE:</th>
<th>PERIOD/TIME:</th>
<th>DATE:</th>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Estimated Time for Unit/ Lesson (Projection)</th>
<th>Materials Needed:</th>
</tr>
</thead>
</table>

1. What are the PET lesson objectives/standards/mastery level?  2. What related vocabulary words or concepts will be taught?  

3. WHAT INSTRUCTIONAL STRATEGIES TO BE UTILIZED (T20)?

3a. SET/HOOK/FOCUS:  3b. MODELING OR OTHER STRATEGY: (Specify teaching strategies.)

3c. GUIDED PRACTICE/STRATEGIES:  INDEPENDENT PRACTICE/ASSESSMENT:

3d. Accomodations/Modifications for Students with IEPs  3e. Intervention Strategies for Any Student Who Doesn’t “Get It”  Enrichment Activities/Assessments For Those Students Who “Get It”

<table>
<thead>
<tr>
<th>CLOSURE/REVIEWS/SUMMARY:</th>
<th>HOMEWORK/ASSESSMENT:</th>
</tr>
</thead>
</table>

4. What interdisciplinary activities/assessments are included?

5. What materials/resources/technology will be used?

6. What assessments will be used? ATTACH all assessments  Reflect on this lesson indicating your strengths and areas for improvement: (use the back)
### PINE BLUFF SCHOOL DISTRICT

**LESSON PLAN**

*Teachers are to complete this form for each subject taught.*

<table>
<thead>
<tr>
<th>TEACHER:</th>
<th>CONTENT:</th>
<th>SCHOOL:</th>
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<tbody>
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<table>
<thead>
<tr>
<th>GRADE:</th>
<th>PERIOD/TIME:</th>
<th>DATE:</th>
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</table>

#### 1. What are the lesson objectives and standards?
(Reflect student learning expectations from the curriculum frameworks, course content guides, norm-referenced test, etc. and post in your classroom.)

#### 2. What related vocabulary words will be used?

#### 3. What instructional strategies will be utilized?

<table>
<thead>
<tr>
<th>SET/HOOK/FOCUS:</th>
<th>MODELING:</th>
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</table>

<table>
<thead>
<tr>
<th>GUIDED PRACTICE/STRATEGIES:</th>
<th>INDEPENDENT PRACTICE/ACTIVITIES:</th>
</tr>
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</table>

- **Accommodations and Modifications for Students with IEP's**
- **Intervention Strategies for Any Student Who Doesn’t “Get It”**
- **Enrichment Activities For Those Students Who “Get It”**

<table>
<thead>
<tr>
<th>CLOSURE/REVIEW/SUMMARY:</th>
<th>HOMEWORK:</th>
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</table>

#### 4. What interdisciplinary items/activities are included?

#### 5. What materials/resources/technology will be used?

#### 6. What assessment will be used?

Assessments are to be created prior to planning lesson strategies. ATTACH assessment to this lesson plan form. (This includes sample test items and any necessary rubrics.)

**Estimated Time for Unit/Lesson:***
### DOLLARWAY MIDDLE SCHOOL
### LESSON PLAN

**Teacher:**

**Subject Area:**

**Week of:**

---

**Student Learning Expectations from Curriculum Frameworks/Lesson objective(s):**

<table>
<thead>
<tr>
<th>Instructional Methods:</th>
<th>Monday:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bulletin Boards</td>
<td></td>
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<tr>
<td>CAL</td>
<td></td>
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<tr>
<td>Competitions</td>
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<tr>
<td>Cooperative Learning</td>
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<tr>
<td>Demonstration/Modeling</td>
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<tr>
<td>Discovery Learning</td>
<td></td>
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<tr>
<td>Discussion</td>
<td></td>
</tr>
<tr>
<td>Field Trips</td>
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<tr>
<td>Games</td>
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<tr>
<td>Individualized Instruction</td>
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<tr>
<td>Labs</td>
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<tr>
<td>Peer Tutoring</td>
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<tr>
<td>PowerPoint Presentation</td>
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<tr>
<td>Questioning Techniques</td>
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<tr>
<td>Role playing/simulation</td>
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<tr>
<td>Small group instruction</td>
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<tr>
<td>Whole group instruction</td>
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</tr>
<tr>
<td>Other</td>
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<table>
<thead>
<tr>
<th>Tuesday:</th>
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<table>
<thead>
<tr>
<th>Wednesday:</th>
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<table>
<thead>
<tr>
<th>Thursday:</th>
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<tr>
<th>Friday:</th>
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**Vocabulary Used:**

<table>
<thead>
<tr>
<th>Method of Measuring Objective(s):</th>
<th>Standardized tests</th>
<th>Teacher-made tests</th>
<th>Text-provided Tests</th>
<th>Writing Prompt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher observation</td>
<td>Group Consensus</td>
<td>Rubric</td>
<td>Checklist</td>
<td></td>
</tr>
<tr>
<td>Self-Evaluation</td>
<td>Portfolio</td>
<td>Learning Log</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Resources/Technology Used:</th>
<th>Teacher's edition text</th>
<th>Manipulative</th>
<th>Projector</th>
<th>Calculator/Ruler</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer/Software</td>
<td>Computer/Internet</td>
<td>Television/VCR/DVD</td>
<td>Workbook/Worksheets</td>
<td></td>
</tr>
<tr>
<td>Smart Board</td>
<td>Video Recorder</td>
<td>Camera (35mm/Digital)</td>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Comprehension</th>
<th>Application</th>
<th>Evaluation</th>
</tr>
</thead>
</table>

**Target Audience for Lesson Selection Determined from Analysis of ITBS and Benchmarks (referenced on AIP)**
<table>
<thead>
<tr>
<th></th>
<th>Math</th>
<th>Spelling</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Monday</strong></td>
<td></td>
<td></td>
<td>8:20-8:40 Pledge, Lunch Count, Journal</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>11:25-12:05 music</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>12:50-1:30 Lunch/Physical Activity</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Plato 845-915;130-11;145-2:15</td>
</tr>
<tr>
<td><strong>Tuesday</strong></td>
<td></td>
<td></td>
<td>8:20-8:40 Pledge, Lunch Count, Journal</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>9:55-10:35 Library</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>11:25-12:05 PE</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>12:50-1:30 Lunch/Physical Activity</td>
</tr>
<tr>
<td><strong>Wednesday</strong></td>
<td></td>
<td></td>
<td>8:20-8:40 Pledge, Lunch Count, Journal</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>11:25-12:05 Art</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>12:50-1:30 Lunch/Physical Activity</td>
</tr>
<tr>
<td><strong>Thursday</strong></td>
<td></td>
<td></td>
<td>8:20-8:40 Pledge, Lunch Count, Journal</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>11:25-12:05 PE</td>
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<td></td>
<td></td>
<td></td>
<td>12:50-1:30 Lunch/Physical Activity</td>
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<tr>
<td><strong>Friday</strong></td>
<td></td>
<td></td>
<td>8:20-8:40 Pledge, Lunch Count, Journal</td>
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For additional information contact:
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School of Education
Dawson-Hicks Hall, Suite 336-Room 340
Telephone: (870) 575-8742
Email: nesbyw@uapb.edu
SCHOOL OF EDUCATION

STUDENT TEACHER HANDBOOK

The Teacher As A Promoter of Academic Excellence (TPAE)

University of Arkansas at Pine Bluff
School of Education
Spring 2012

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Introduction

Supervised student teaching is an essential aspect of the professional education program. This program consists of direct experiences with children and youth in the classroom under the supervision of a professionally certified teacher and a faculty member from the university. Supervised student teaching is a semester long experience.

Student Teaching is a licensure requirement of the Arkansas Department of Education, Division of Professional Licensure and the School of Education. Student teaching is the last step in an ascending process that allows teacher candidates to experiment with different teaching-learning methods and styles. The activities associated with this experience offer the student teacher an opportunity to make practical applications of principles, theories, and materials that have been developed or acquired in college courses.

The public schools provide a realistic and natural setting for student teaching, since they will be eventual employers. Present trends indicate that public schools expected to participate more and more in the education of teachers.

The cooperating teacher is the key person in providing the most effective teaching-learning situation, by accepting this responsibility of guiding and directing the student and by making a valuable contribution to the strengthening of the teaching profession. However, the entire faculty in the cooperating school also assumes a very important professional responsibility for setting the stage for a successful student teaching experience.

Student Teaching is a cooperative endeavor in which the personnel of both the university and the public school need to exchange ideas and plan cooperatively for providing the best understanding concerning the functions of these experiences in terms of both potential and limitations.

Student Teaching is done in a carefully selected P-12 school under the immediate supervision of designated cooperating teacher and the general supervision of the University Supervisor.

Student Teachers Must Have a Letter Grade of “C” or better in All Teacher Education Courses prior to being admitted to the professional semester (Student Teaching).
Preface

The unit is responsible for the Student Teaching Program. This handbook is designed for Student Teachers, Cooperating Teachers, School Administrators, and University Supervisors in order to answer questions, which may arise during the professional semester and the student teaching period. It is the desire of the School of Education, to provide a positive teacher experience for the student teacher.

The student teacher or the cooperating teacher should contact the Coordinator of Field Experiences if there are questions about this handbook or its interpretation. The coordinator of field experiences may be contacted @ (870) 575-8742 in Dawson-Hicks Hall (Academic Center-I) Suite 336, Room 340.
Terminology

Cooperating School

A Public or private school within the area served by the University of Arkansas at Pine Bluff whose administrator, with district approval, agrees to accept student teachers and monitor their training.

Cooperating Teacher

One who teaches pupils in a cooperating school and has agreed to directly guide the development of proficiency and independence in the student teacher assigned to his/her classroom.

University Supervisor

A university appointed faculty member who observes and counsels student teachers and works with teachers in cooperating schools to improve supervisory practices.

Student Teaching

Student teaching is an experience in which education teacher candidates under the guidance of a cooperating teacher and a university supervisor practices professional skills and knowledge. During the experience, the student teacher becomes increasingly responsible for the learning experiences of a group of P-12 students.

Teacher Education Committee

A program whereby university faculty, staff and students are charged with recommending policy for teacher education candidates enrolled in the School of Education and for recommending policy regarding programs in the School of Education.
Code of Ethics for Arkansas Educators

The Rules Governing the Code of Ethics for Arkansas Educators defines standards for professional conduct for all licensed educators in the state. The Arkansas State Board of Education approved this code on June 9, 2008. They are effective as of September 1, 2008.

The professional, ethical educator contributes to the development and maintenance of a supportive, student-centered learning community that values and promotes human dignity, fairness, care, the greater good and individual rights. These values are the ethical premise for the standards of professional behavior and ethical decision-making established in the Code of Ethics for Arkansas Educators.

By establishing standards of ethical conduct, this code promotes the health, safety, and general welfare of students and educators and ensures the citizens of Arkansas a degree of accountability within the education profession.

The Rules Governing the Code of Ethics for Arkansas Educators include definitions, the seven standards of the Code of Ethics, disciplinary actions, procedures for the investigative process and the final determination of alleged ethics violations, fines and fees, and explanations and guidelines to clarify the intent of the standards of professional conduct. The Rules may be found in the entirety at http://arkansased.org by clicking on “Rules,” the by clicking on “Current Rules.”

All educators are encouraged to take advantage of professional development opportunities to become thoroughly knowledgeable of the Code of Ethics for Arkansas Educators through local school districts, education service cooperatives, colleges and universities, the Arkansas Education Association and the Arkansas Department of Education.
# Code of Ethics for Arkansas Educators

## STANDARDS:

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<tr>
<td>1</td>
<td>An educator maintains a professional relationship with each student, both in and outside, the classroom.</td>
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<td>2</td>
<td>An educator maintains competence regarding skills, knowledge and dispositions relating to his/her organizational position, subject matter, and/or pedagogical practice.</td>
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<td>3</td>
<td>An educator honestly fulfills reporting obligations associated with professional practices.</td>
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<td>4</td>
<td>An educator entrusted with public funds property honors that trust with honest, responsible stewardship.</td>
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<td>5</td>
<td>An educator maintains integrity regarding acceptance of any compensation or favor that might impair or appear to influence professional decisions or actions and shall refrain from using the educator’s position for personal gain.</td>
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<td>6</td>
<td>An educator keeps in confidence secure standardized test material as well as information about students and colleagues obtained in the course of professional service unless discourse serves a professional purpose or is allowed or required by law.</td>
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<td>7</td>
<td>An educator refrains from using, possessing, and/or being under the influence of alcohol, tobacco, or unauthorized drugs while on school premises or at school-sponsored activities involving students.</td>
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Authorization for Release of Confidential Information
Contained Within the Arkansas Child Maltreatment Central Registry

I hereby request that the Arkansas Child Maltreatment Central Registry, PO Box 1437, Slot S 566, Little Rock, Arkansas 72203, release any information their files may contain indicating the undersigned applicant as an offender of true report of child maltreatment. Arkansas law now permits Central Registry to charge a fee for child maltreatment background checks, investigative files, photos, audio and video recordings. This fee applies to everyone except potential employees of DCFS, non-profit organizations and indigent persons. This request will be processed if you return it to us with a check or money order for $10.00 made payable to the Department of Human Services. We are unable to accept cash. If you feel that you should not have to pay this fee, please provide us with your proof of 501C3. Please allow 7-10 business days for processing.

This information should be mailed to:
Professional Licensure
Arkansas Department of Education
Four Capitol Mall, Room 106B, Little Rock, Ar. 72201
Telephone Number: 501-682-4342

I understand that the name of any confidential informants, or other information which does not pertain to the applicant as alleged perpetrator, will not be released.

Please Check One:
_____ Licensed Educator
_____Non-licensed Employee / Classified

___________________________________ Applicant’s Name (print or type)
___________________________________ Maiden Name/Aliases

Race Age and DOB

Present Address:

From_______ to _________

Past Address:

From_______ to _________

Applicant Phone Numbers:
Home: _____________________
Cell: _____________________
Work: _____________________

_________________________ Social Security Number

___________________________________ Full Name and DOB children

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_______________ District Contact Person
Phone Number Fax Number
________________________________________________
________________________________________________
________________________________________________

School Mailing Address School District LEA Number
______________________________________________

County of ____________________________ State of Arkansas
Acknowledges before me this _______ day of ____________________________ 20 ______.
My commission expires: ____________________________

Applicant’s Signature

Notary Public
Teacher Candidate Professional Dispositions and Skills Criteria

The unit prepares teacher candidates to be professionals able to work with all students, parents, community members and their colleagues. Undergraduate and graduate candidates are taught the need for cultural responsibility and practices in the development of sensitivity and understanding of values, lifestyles, and attitudes of individuals in diverse groups found in a pluralistic society. Candidates must demonstrate through cooperative and collaborative efforts their willingness to relate effectively with all individuals from such groups and model exemplary skills in communication, demeanor, ethics and ethical conduct when interacting with students, other teachers, parents and administrators. These professional dispositions and skills that are needed for all educational settings are a part of the unit’s conceptual framework: The Teacher as Promoter of Academic Excellence. Within this conceptual framework, two areas and their sub-areas specifically address the teacher candidates’ need for professionalism as an educator. These areas are Professionalism: ethics and ethical conduct and commitment to teaching and diversity: human relations skills, appreciation for cultural diversity and respect for human diversity.

PROFESSIONALISM:

a. Ethics and Ethical Conduct – Candidate demonstrates professional behaviors in the areas of confidentiality, academic issues, relationships with colleagues, supervisors, administrators and research issues. Also, candidate maintains an appropriate level of professional ethics in terms of personal conduct, academic integrity, emotional maturity and professionalism (follows school policies, dresses appropriately and conducts oneself in a professional manner.)

b. Commitment to Teaching – Candidate is punctual and shows persistence in completion of tasks. Candidate is prepared with several possible actions (teaching methods/strategies), and conveys a sense of commitment to the use of alternatives, persisting in the search for an effective approach so all students can meet the learning goals. Candidate uses appropriate services to meet exceptional learning needs.

DIVERSITY:

a. Human Relations Skills -- Candidate demonstrates socially acceptable behaviors in attitudes toward students, parents, teachers, administrators and other staff. Candidate is positive, polite, cooperative, productive, sensitive to the needs of other and a team player. Candidate establishes and maintains an environment of respect and rapport with all students. Candidate communicates effectively in both written and oral forms.

b. Diversity – Candidate demonstrates a multicultural perspective in selecting materials, teaching methods, and appropriate technology. Candidate respects students as individuals with differing personal and family backgrounds and various skills, talents and interests and believes that all students can learn. Candidate shows respect for diverse talents of all learners and is committed to helping them develop self-confidence and competence. Candidate uses appropriate services for resources to meet exceptional learning needs.
Statement of Philosophy

The University of Arkansas at Pine Bluff’s Student Teaching Program is based upon the following principles:

1. Teacher preparation is the responsibility of the entire teaching profession. Great care must be exercised to insure situations in which supervisors and students are interested in carrying out the mission of the University and growing professionally as well.

2. Student teachers benefit immeasurably from full-time teaching periods comparable to authentic classroom situations. They should, in effect, be allowed to study, practice and teach in a laboratory setting with adequate supervision during large blocks of time.

3. The administrative procedures and purposes of the student teaching program must be communicated and clearly understood by all participating personnel. This is best achieved through in-service meetings for student teachers and supervisors, dissemination of this handbook and special conferences scheduled as needed to improve individual student teaching assignments.

4. The program must be continuously improved by regular evaluations, follow-up activities, solicitation of comments, and suggestions from all participants as well as from data collected from the Exit Interviews forms received from the student teachers.

5. Each student teacher should, during the course of his or her assignment in a cooperating school, begin to:
   a. Clarify personal and professional philosophy
   b. Assess strengths and weaknesses
   c. Put theory into practice
   d. Expand interest and competence in teaching
   e. Understand the growth and development of today’s youth, and
   f. Understand the importance of as well as the necessity of Professional Growth.

6. In summary, the desired outcomes of each student teacher’s involvement in the program are:
   a. Recognition of the role of a teacher’s disposition to classroom success.
   b. Refinement of entry-level skills essential for effective teaching.
   c. Increased awareness of appropriate materials and resources needed for classroom teaching.
   d. Enhanced sensitivity to the teacher’s role as a figure in the community and as a model for students.
   e. Recognition of the role of classroom and behavioral management to discipline.
   f. Commitment to continuous curriculum evaluation and revision as well as a humanistic approach to planning and executing learning experiences.
   g. Comprehension of the scope, problems, rewards and developmental processes
of the teaching profession.

h. Acceptance of the need to appraise and evaluate children in light of their
growth phases and to fulfill their never-ending need for firm but loving support
during the crucial years of schooling.

i. Recognition of the role assessment play in student success, i.e. (Test, Target
and Teach) is a good assessment quality for a student teacher to learn and see in practice:

1. Test your students to see where they are at the beginning of school
2. Target those skills that the students show a weakness in, deliver the
lesson and write individualized lesson plans (IEP’S) when needed and
plan around those areas.
3. Teach all over again  (Remember, these plans will not reflect the
entire class in most instances); this is where GROUPS come into great use.

   Learn the following and reflect often:

- Hold High Expectations for ALL of your P-12 students, not just the all “A” students.
- Retain the fact that ALL CHILDREN CAN LEARN, but SOME OF THEM LEARN
  DIFFERENTLY than others.
- If you TEACH the same way all the time, you WILL keep getting the same RESULTS
- One thing you can’t recycle is wasted time.
- The man who will not read has no advantage over the man who cannot read.
- When you fail to prepare, you prepare to fail.
- THE SEVEN “P(S)” ARE: PRIOR, PROPER PLANNING PREVENTS PITIFULLY POOR
  PERFORMANCE.
Purpose of Student Teaching

The purpose of a functional program of student teaching is to provide a challenge for the student teacher to acquire under supervised guidance an understanding of the teaching-learning process, knowledge of the actual problems relating to teaching and the mastery of the skills involved in guiding the learning of boys and girls. Specifically, the student teaching experience attempts to:

1. Provide for professional development of the student teacher through integration of theory and practice.

2. Help the student teacher achieve a realistic understanding of the individual public school student as a developing human being.

3. Help the student teacher see more clearly the relationship of the school to the community it serves.

4. Promote the growth of the student teacher by encouraging her or him to read and become familiar with professional books, magazines, resource units audio-visual aids, multi-media/technology and other materials related to her/his teaching experiences.

5. Guide the student teacher in understanding the total organization of the school system.

6. Develop within the student teacher certain abilities associated with planning for teaching-learning activities, organizing materials for instruction, providing for individual needs, interests, and capacities of youth, elements of classroom management and in evaluating pupil progress.

7. Have contact and experience with learners who have a range of intellectual and academic skills and social achievements.

8. Help student teachers realize the depth of the principles for Licensure of beginning teachers.
Relationship to Conceptual Framework

The student teacher is to apply conceptual framework concepts and skills/objectives in daily teaching; interact with and plan instruction for all learners; develop and refine social, cultural and human relationship skills appropriate for interaction with those from other social backgrounds; to relate community and global issues to the content of the school, home, and community; and to incorporate the role of professional growth activities as it impacts on one’s commitment to teacher expectation, teaching, and ethical conduct. Professional education objectives are in place by use of instructional skills, classroom organization, and management. The assessment piece is in place with test, target & teach, making sure that NO CHILD IS LEFT BEHIND Legislative Act is enforced.
Student Teaching Experience

The student teaching experience follows the completion of the required professional education courses. When a student has been approved for the professional semester (student teaching), has completed the necessary coursework for student teaching, and has met all other requirements, then enrolls in EDUC 4600-Student Teaching/Clinical and the Student Teaching/Practicum appropriate to his/her major area’s department.

During the student teaching assignment, the student teacher spends a minimum of fifteen weeks in the elementary, middle level, or secondary schools. The student will spend at least seven and one half weeks at two different sites. The student becomes gradually, yet systematically, involved in all the instructional and non-instructional experiences, which comprise the total teaching task. The student culminates the student teaching experience when the student assumes duties of the regular classroom teacher for a period of at least two weeks. Supervision is provided by fully trained, certified cooperating teachers and the University of Arkansas at Pine Bluff faculty members from the School of Education, the Schools of Liberal and Fine Arts, Science and Technology.

The student teachers will complete an Exit/Interview/Debriefing before completing EDUC 4600-StudentTeaching/Clinical.

Student Teachers will be assigned as follows:

1. ECE-Early Childhood Education majors must complete 7 1/2 weeks of student teaching on the preschool or kindergarten level and 7 1/2 weeks on the second to fourth grade level.

2. Middle School Majors will complete 7 1/2 weeks at a middle school in 4th-6th grade and 7 1/2 weeks at the Junior High Level in the 7th or 8th grade.

3. Secondary Education majors will spend 7 1/2 weeks at the Junior High Level, 7th-9th grade and 7 1/2 weeks at the Senior High Level, 10th-12th grade.
Student Teaching Site

Sites for student teaching in all programs are selected jointly by school of education faculty from the University of Arkansas at Pine Bluff and cooperating schools in which the student teachers are placed. Careful consideration is given to site selection and placement in order to ensure the best location for optimum diverse student teaching experiences. As a rule, teacher candidates will be discouraged from student teaching at the high school from which he/she graduated. The final decision for student teaching placement is with the university. The School of Education does not regard convenience to the student teacher as the only consideration in placement. Factors such as good teaching situations, accreditation, state approval, an exemplary program in the teacher candidate’s major area, and effective strategies for teaching the total school population regardless of differing social or cultural heritage, developmentally appropriate curriculum and environment, facilities adequate for cultural accommodating the needs of both children and adults of varied heritages are also considered when placing students.

AVAILABILITY OF STUDENT TEACHERS SITES

Teacher Candidates/Student Teachers

a. Student teachers should not independently contact schools and/or teachers regarding placement.

b. The site selection commuting area should be within a radius of no more than 25 miles of Pine Bluff.

c. A school other than one located in the student’s hometown, or that from which the student teacher graduated will not be considered as a student teacher site.

d. Exceptions to the 25 miles radius occur only with the approval of the Coordinator of Field Experiences and Dean/School of Education.

e. Student Teachers will be informed of the sites for his/her Student Teaching on the Wednesday afternoon before the initial visit on Thursday during the pre-student teacher clinical/seminar weeks.

No Exceptions!
Student Teacher Requirements

Length of Student Teaching

In order to provide student teachers with experiences of observing and teaching a culturally diverse group of students for a minimum of fifteen weeks, and to provide experiences at different grade level or settings, the student teaching experience is divided into the following time periods.

Major/Endorsement

P-12

Seven and one half weeks in an elementary school setting, seven and one half weeks in a junior high or secondary school setting.

Early Childhood Education (P-4)

Early Childhood Education, seven and one half weeks-Kindergarten, seven and one half weeks – third or fourth grade level.

Secondary Education

Seven and one half weeks - Junior High level. e.g., grades 7th, 8th, and 9th, seven and one half weeks - senior high level e.g., grades 10th, 11th, and 12th.

Early Childhood Education(PK-4) and Middle School (4th -8th)

P-4 Early Childhood – (seven and one half weeks in grade: P-K; seven and one half weeks in grades: 2nd, 3rd, or 4th.

4-8 Middle Level

- Language Arts and Social Studies
  (Seven and one half weeks in grade: 4th, 5th, or 6th; seven and one half weeks in grades 7th or 8th)
- Mathematics and Science
  (Seven and one half weeks in grade: 4th, 5th, or 6th; Seven and one half weeks in grades 7th or 8th grade).
Pacing of Student Teaching Experiences

The University of Arkansas at Pine Bluff student teacher will be assigned to schools for a minimum of fifteen weeks (a minimum of seventy-five (75) days.) The student teacher begins by observing and participating in such activities as checking roll, grading papers, working with individual students, or preparing outlines, lesson plans, units, or study guides. Such experiences will support the development of greater self-confidence in the student teacher. The first formal teaching experience might be with a small group or a short presentation to the entire class. As the student teaching experience progresses, student teachers are to be given more and greater responsibilities until, toward the end of the student teaching experience, the student teacher is devoting the major portion of the school day to classroom teaching.

Prior to the completion of the student teaching experience the student teacher should assume responsibility for a two-week teaching period. This two-week experience should last for ten (10) consecutive school days, preferably beginning on a Monday of one week and ending two weeks later on a Friday.

Lesson Plans/Weekly Logs

All student teachers are expected to develop lesson plans, weekly log journals, and portfolios. Logbook journals are to be turned in or shared with the University Supervisor, once weekly (or during scheduled visits with university supervisor). Materials handed in should include the following.

1. Daily Log - A daily log or diary of student teaching should include a daily description of the activities as they occur during the school day, bulletin board descriptions, teaching ideas, curriculum file, or daily accounts of the “joys and trials” of teaching. The log is due each Friday during the student teaching period and should be turned into the University supervisor.

2. Portfolio - A collection of your training accomplishments, projects, class papers, photos, evaluation recommendations, awards and any other everyday work completed during your training or during the student teacher practicum.

Daily Lesson Plans

Daily lesson plans represent everything the student teacher is required to teach. These plans are to be prepared prior to teaching. Plans are to be included in the weekly log and copies of the lesson plans are to be given to the cooperating teacher and the university supervisor on Friday after the week of teaching. Lesson plans should be prepared according to the Modeled Lesson Plan of the School District in which you have been assigned. Make sure extra lesson plans are provided to the Coordinator of Field Experiences for permanent files.
University Visitation Summary

When: The University Supervisor will visit the student teacher from time-to-time throughout the period of student teaching. A courtesy visit will be made during the first week and subsequent visits will be made thereafter during the student teaching experience. The student teacher is advised to keep the university supervisor informed regarding the days on which teaching will occur. This will enable the university supervisor to schedule visits at such times when the student will be observed conducting a lesson. Visits will be both announced and unannounced and in some cases, some university supervisors may choose all unannounced visits and some may choose to announce all visits, it’s up to the university supervisor.

How Many: The total number of visits made will depend on the progress being made by the student teacher. As a general rule, the student teacher will be visited a minimum of three (3) times, by the University Supervisor at each grade level. The initial visit is designed to meet and greet the cooperating teacher and an additional three formal visits for observational purposes.

How Long: Observations will last for one class period, or segment of time, such as the ’Language Arts Block’ in the elementary school. A conference will be held, between the cooperating teacher, university supervisor and student teacher, immediately following the student teacher’s lesson. Both conferences generally last about thirty minutes each.

What is needed: Materials to be supplied to visiting university supervising teacher/coordinator of field experiences should include the appropriate textbook. A copy of the cooperating school district’s lesson plan is to be given to the supervising teacher prior to beginning the lesson, copies of activities/worksheets that will be used as part of that lesson’s objective for that setting and a special seat for observation that will keep his/her focused on the entire group as well as the student teacher.

Student Teaching Evaluations per site:

Cooperating teachers are asked to make two (2) written evaluations of the student Teacher:

1. The first one will be at the end of the two-week period of the student teaching experience. This evaluation must be turned in to the Coordinator of Field Experiences and he/she will discuss it with the University Supervisor.

2. The final evaluation is to be completed at the end of the student teaching experience. This evaluation must be turned in to the Coordinator of Field Experiences and he/she will share it with the assigned University Supervisor.
All evaluations are to be discussed by the cooperating teacher and student teacher. The University Supervisor will complete an evaluation form after the debriefing session and obtain the appropriate signatures at the time of the observation.

**Substitute Teaching**

The University of Arkansas at Pine Bluff School of Education does not permit substitute teaching, by the student teacher during student teacher assignment. Student teachers are to be supervised at all times during the professional semester’s Level III Field Experience.

**Punctuality**

Student teachers should always be on time for the school day and other announced school activities. Tardiness must be extremely rare and occur only in emergency situations. If a tardy should occur, the student teacher must notify the cooperating teacher and building principal and provide the reason for being late. The student teacher must also notify the university supervisor and the Coordinator of Field Experiences

**Absences**

Student teachers are responsible for notifying the Coordinator of Field Experiences/Director of Student Teaching, the cooperating teacher, university supervisor, and building principal when they are unable to meet their student teaching assignment. All absences made while student teaching will have to be made up by the student teacher at the end of that particular student teaching experience as approved by the Coordinator or Field Experiences/Director of Student Teaching. Any student teacher not meeting the assigned number of days will be required to make up the days before he/she receives a grade for student teaching (EDUC 4600 Student Teaching Practicum.) (See page 34 of this handbook)

**Employment**

Student teaching is a full-time responsibility and is the student teacher’s major educational responsibility. The School of Education discourages employment while student teaching.

**Job Interviews**

The university supervisor and the cooperating teacher must approve absences from student teaching for job interviews. The absentee form must be submitted to the coordinator of field experiences/Director of Student Teaching for the student teacher’s permanent files.
**Vacations**

Student teachers will follow the cooperating school’s calendar while student teaching. This policy is to be practiced even when the public school vacations or spring break does not coincide with the University of Arkansas at Pine Bluff. **Student teachers should not make any plans that cannot be easily changed concerning their own vacations (e.g. airline tickets, travels, etc.)**

**School Day**

The student teacher’s school day will be the same as that of the cooperating teacher. Ordinarily this means being at school, on the job, thirty minutes before school starts and thirty minutes or more after school. The duties of the day and preparation for the next days determine if additional time is necessary. The school day will include coaching or any other after-school activities.

**Teacher’s Meeting/In-Service**

Student teachers are expected to take part in all meeting that are attended by the cooperating teacher. Absence from such meetings will be allowed only when the cooperating teacher or principal believes this is not in the best interest of the school or the student. Student teachers are expected to attend all School Board Meetings, PTA, in-service and other professional meetings, or faculty meetings as required of the cooperating teacher. Student teachers must turn in typed summaries of at least two School Board Meetings he/she attended to the coordinator of field experiences/Director of Student Teaching.

**Field Trips**

Any field trip planned by a student teacher must be discussed with and approved by the cooperating teacher before it is mentioned in class. The cooperating teacher must accompany the student teacher and the class on the field trip. All regulations and procedures of the cooperating school must be followed.

**University of Arkansas at Pine Bluff Campus Activities During Student Teaching**

It is recommended that the University of Arkansas at Pine Bluff campus activities be kept at a minimum during student teaching. Campus activities (including music activities, athletic events, and extra curricular campus activities and responsibilities such as Student Senate) should not interfere with regular attendance at the cooperating school and should not interfere with the student teacher’s preparation for teaching. **No Exceptions!**

**Non-Teaching Duties**

Student teachers are expected to assist the cooperating teacher in any non-teaching duties to which the cooperating teacher is assigned, such as recess, hall, bus or lunchroom duty, sponsoring extra-curricular activities, and so on, but they should not at any time be made solely responsible for these assigned non-teaching duties.
**Co-Curricular Activities/Chaperoning**

Student teachers are encouraged to participate in the activities of the cooperating school, with the rules and regulations governing the regular teachers of the school. Student teachers are expected to participate in various co-curricular activities as an assistant to the cooperating teachers in the school, but they should not at any time be made solely responsible for chaperoning or supervising such activities.

**Seminar/Workshop**

All students enrolled in the professional semester and student teaching term are required to attend the pre-professional seminars and workshops at the University. Failure to attend these activities may result in the prospective teacher not receiving a passing grade or being removed from the student teaching experience.

**Professionalism**

Student teachers are expected to act in a professional manner, at all times, during their teaching assignment. The University Supervisor should be notified of any non-professional behavior or action on the part of the student teacher.

**Corporal Punishment**

Regardless of the circumstances, student teachers are not permitted to administer or to serve as a legal “witness” for corporal punishment.

**Difficulties While Student Teaching**

If difficulties arise in which the cooperating teacher believes that the attention of the university supervisor is needed, the cooperating teacher is requested to phone the coordinator of field experiences/Director of Student Teaching at (870)575-8742. The coordinator of field experience/Director of Student Teaching will notify the university supervisor and together they will contact the school in order to arrange a meeting with the building principal and the cooperating teacher to discuss the problem.

**Removal of Student Teacher**

The University Supervisor is authorized to recommend the removal of the student teacher from student teaching or to recommend a reassignment. Student teachers may appeal this decision to the School of Education Admission, Retention, and Exit Committee.
**Approval for Licensure**

Upon the completion of the student teaching experiences and all other requirements of the Teacher Education Program, the coordinator of field experiences will submit to the School of Education Admission, Retention, and Exit Committee the names of those students, who are recommended to receive an Arkansas Teaching Licensure. The University’s Teacher Certification Officer will sign the Teacher Licensure Application Forms only if the Admission, Retention, and Exit Committee have approved the applicant.

**Authority/Legal Rights**

Student teachers are guests of the cooperating school in which they are placed. The cooperating teacher has legal responsibility for all activities concerning students under his/her supervision. The cooperating teacher is responsible for teaching activities in the classroom and his/her decision about what student teachers can and cannot do in the classroom is the cooperating teacher’s responsibility under the terms listed in this document. The cooperating school authorities can terminate the student teaching experience. In case termination happens, the student teacher is to follow the cooperating school’s directions and contact the university supervisor. The University Supervisor and the Coordinator of Field Experiences will visit the school to discuss the situation.

**End of Student Teaching Requirements**

When the student teaching term has been completed, the student teacher is to hand in the completed log lesson plan booklets, and portfolio to the University Supervisor. Once the cooperating teacher’s evaluation has been turned in to the University Supervisor, the student is required to meet with the University Supervisor for a debriefing session.

**Final Student Teaching Credit**

Factors entering the final evaluation will include dispositions toward teaching, classroom observations, portfolio, daily log/journal, attendances, examination of ASSURE Model lesson plans, developed scoring guides, and formal written evaluations by the cooperating teacher and University Supervisor.
RESPONSIBILITIES OF THE STUDENT TEACHER

The following delineates personal and professional responsibilities common to all majors regardless of grade level of cooperating school.

The Student Teacher Shall:


2. Contact the principal first when reporting to the school in which he/she has been assigned to teach.

3. Comply with cooperating school policies regarding dress and grooming. The importance of a good appearance cannot be overestimated. You must dress professionally daily.

4. Establish good working relationships with all personnel including administrators, teachers, specialists, aides and support staff.

5. Be directly responsible to his/her cooperating teacher.

6. Have as his/her primary objective the education of the students.

7. Acquaint him/her with the philosophy of the school system, the program (both curricula and extra curricula), the physical facilities, and the staff. Follow the rules carefully.

8. Follow established procedures and courtesies when using equipment and materials or requesting clerical assistance.

9. Gain students’ respect by being professional, dignified, and businesslike.

10. Use a variety of pupil activities and teaching strategies to maintain high motivation.

11. Plan carefully to insure continuity. Do not teach without a written plan approved by the cooperating teacher.

12. Observe the cooperating teacher and other colleagues whenever possible.

13. Participate in other phases of teaching when permitted to do so, such as: parent-teacher group meetings, conferences, conventions, and faculty meetings. All written school policies.

14. Be attentive to situations which give rise to a test of ethics and respond in a sensitive, professional manner.
RESPONSIBILITIES OF THE STUDENT TEACHER CONTINUE……………….. 

15. Ask for help when needed and accept constructive criticism graciously.

16. Broaden knowledge and background by reading books and periodicals.

17. Help assume responsibility for such activities as playground, library, and lunchroom as are common to the particular school in which teaching is done.

18. Have the understanding and skills necessary for effective human relations.

19. Be willing to recognize the worth of each individual and accord him/her the respect he/she deserves.

20. Know the lines of authority.

21. Understand the teacher’s relationship to parents.

22. Understand the principal’s role in assisting the teacher.

23. Understand the importance of good relationships with the community. Endeavor to understand the customs of the community.

24. Possess knowledge of professional responsibilities and a willingness to accept these responsibilities.

25. Be willing to accept one’s share of responsibility for school activities.

26. Demonstrate maturity, tact, kindness, sincerity, and consideration for the rights and opinions of others in all relationships with students, co-workers and parents.

27. Exhibit poise and confidence in teaching and conferences.

28. Exhibit a high degree of honesty to himself/herself, to students, to co-workers, and to the subject being taught.

29. Use correct grammar at all times.

30. Maintain proper student-teacher relationships with students.

31. Work cooperatively and harmoniously with others.
RESPONSIBILITIES OF THE STUDENT TEACHER CONTINUE....................

32. Control emotions both in and out of the classroom.

33. Demonstrate tolerance toward all persons with deficiencies or limitations.

34. Endeavor to demonstrate a sense of humor.

35. Understand the importance of professional attitudes toward all school and community relationships.

36. Be willing to accept and promote the philosophy of the school system, and to accept responsibility for professional improvement in the philosophy.

37. Be willing to participate in community activities concerned with school life.

38. Understand that time should be budgeted and that one can become involved in too many organizational responsibilities.
SELECTION AND RESPONSIBILITIES OF THE COOPERATING TEACHER

The cooperating teacher accepts the responsibility for assisting the School of Education student teacher by providing an environment, which the student teacher can develop, positive feelings about his/her teaching abilities. The cooperating teacher assists the student teacher in developing skills necessary to function effectively in the classroom.

A. Selection

Cooperating teachers are selected on the basis of an agreement among the teachers, the representative of the cooperating school, and the University of Arkansas at Pine Bluff, School of Education. Cooperating Teachers should have the following credentials and characteristics:

1. Full certification in the teaching field for the area of supervision
2. A minimum of three (3) years or more of teaching experience
3. At least one year of teaching experience in the cooperating school, in the same field of study as the student teacher is assigned
4. Must be PATHWISE trained.
5. A recommendation by the curriculum director/superintendent in charge of placing student teachers
6. Willingness to accept the responsibility for a University of Arkansas at Pine Bluff student teacher for the student teaching term as outlined in the Student Teacher and Cooperating Teacher Handbook; and
7. Willingness to accept only one student teacher during the University of Arkansas at Pine Bluff student teacher’s program.

B. Responsibilities

The Cooperating Teacher

The following suggestions are intended to guide the cooperating teacher in making the student teacher experience a successful one:

1. Helps the student teacher to interpret the philosophy of the school system, the program - both curricula and intra-curricula
2. Prepares the class for arrival of the student teacher so that the class will accept the student and feel that all parties will profit from the experience. Refers to the student teacher as co-worker or another teacher.

3. Helps the student teacher know what has been taught, methods that have been used, what remains to be taught during the student teacher’s term of teaching (both long-range and day-by-day).

4. Acquaints the student teacher with materials to be used: textbooks, guidelines, visual aids, etc. Provide copies of the teacher’s manual of all textbooks used in the classroom.

5. Interprets the school’s policy on discipline procedures.

6. Informs the student teacher in advance as to what is being taught in the current lesson, teaching techniques and why, and evaluation procedures to be used so that the observation can be more meaningful.

7. Provides the student teacher an opportunity to learn the names of students, take attendance, help arrange physical facilities, help with bulletin boards, answer individual questions, etc., during early days of observation period.

8. Allows the student teacher to observe in the classroom before active participation. Impart knowledge of professional responsibility and encourages a willingness to accept those responsibilities.

9. Allows the student teacher to teach full time for at least one week near the end of the student teaching experience.

10. Evaluates the student teacher, including recommendation of letter grade. Confers with university supervisor, provides written recommendation for placement folder, and is available to provide oral or written comments to prospective employers. Observes daily lesson plans prepared by the student teacher.

11. Assists the student teacher with classroom management.

12. Regularly observes and reviews, with the student teacher, the strengths and weaknesses of his/her student teaching.

13. Informs the student teacher of meetings such as PTA, in-service meetings, and other meetings that the student teacher is to attend.

14. Informs the Building Principal, immediately, if the student teacher is not performing to standards expected of a pre-professional teacher.

15. Immediately reports any absences of the student teacher to the Building...
Principal.

16. Informs the Building Principal when the University Supervisor has not visited the student teacher.

17. Encourages the student teacher to develop the following skills:
   a. Use of a variety of teaching techniques
   b. Selection and use of appropriate instructional media and materials
   c. Development of assignments that are clearly understood by students
   d. Use of appropriate classroom language and voice control
   e. Working effectively and efficiently in large and small groups
   f. Arranging classroom facilities to enhance student learning
   g. Working with students of diverse cultural and social-economic backgrounds
   h. Handling discipline problems in a fair and consistent manner
   i. Providing for individual differences
   j. Becoming sensitive to the needs and feelings of others
   k. Becoming aware of the learning styles of students
   l. Becoming aware of the various techniques for working with parents, volunteers; and
   m. Becoming aware of procedures of conducting successful parent-teacher conferences.

Cooperating Teacher Honorarium

An honorarium of $75.00, according to the school district policy, will be paid to the cooperating teacher who has a student teacher for the twelve (12) weeks of the student teacher period. A cooperating teacher who has a student for six (6) weeks will be paid a stipend of $37.50.
RESPONSIBILITIES OF THE BUILDING PRINCIPAL

The Principal participates in the program in the following ways:

1. Welcomes the student teacher into the school, urging him/her to become a part of the school unit, and introduces student teacher to other members of the faculty and staff.

2. Acquaints the student teacher with school policies and implementation of those policies. Acquaints the student teacher with the services offered in the system (supervisor, compelling services, speech, health, etc.).

3. Encourages participation of student teacher in all school functions, such as, assembly programs, parent-teacher groups, in-service education, staff members, etc.

4. Schedules conferences with student teacher at intervals to point out his/her strengths and/or weaknesses. Assists in the solution of any problems.

5. Notifies the university supervisor of the problems, which prohibits a successful student teaching experience.

6. Works closely with the university supervisor to insure that the teaching experiences of the student teacher are also beneficial to the students.

7. Observes the student teacher at work and assists in the evaluation of programs.

8. Protects the student teacher against exploitations.

9. Promptly notifies the coordinator of field experiences when a student teacher is absent from assigned school.
RESPONSIBILITIES OF THE UNIVERSITY SUPERVISOR

The University Supervisor assumes the following five distinct roles:

A. Coordinator
B. Supervisor
C. Counselor
D. Evaluator
E. Mentor

During the entire semester of student teaching, prior to and during the time of the student teaching experience, the university supervisor assumes numerous responsibilities in an overall student teaching program and provides an orientation seminar for student teachers prior to field experiences.

Responsibilities of the University Supervisor are as follows:

1. Assists the coordinator of field experiences in the assignment of student teachers and recommends reassignment, when necessary.
2. Conducts initial courtesy visit during the first week of school assignment. Each student teacher will be visited a minimum of four times in each school setting.
3. Records the visitation activities, completes a report and shares this report with the student teacher during conferences.
4. Observes the student teacher in action and follow the observation with a conference with the student teacher and cooperating teacher.
5. Conducts a final individual conference with each student after the completion of student teaching and final evaluation.
6. Holds conference with each student teacher under his/her supervision.
7. Provides guidance and assistance to student teachers through regular visitations for the purpose of observing work in classroom.
8. Maintains an open line of communication with student teachers, cooperating teachers, principals and others.
9. Helps resolve any problems of the student teachers and cooperating teachers that may affect the teacher/learning process.
REPSONSIBILITIES OF COODINATOR OF FIELD EXPERIENCES/DIRECTOR OF STUDENT TEACHING

As an overseer of a program, e.g., field experiences, involving all students and university supervisors in the School of Education, the Coordinator/Director should:

1. Evaluate the student teaching program and initiate changes needed to improve its content and outcomes.
2. Make arrangements for student teaching placements in public schools.
3. Provide orientation and in-service programs for students and affiliated professional personnel.
4. Revise the Student Teaching Handbook and other materials intended to improve supervisory practices.
5. Makes a written evaluation of the student’s teaching and places it in the file.
6. Receives and evaluates all field assignments.
7. Keeps and evaluates all field assignments.
8. Serves as a resource person.
9. Assists students who apply to graduate school by providing the necessary information.
10. Works closely with others in evaluation and revising the student teaching program.
11. Keeps a record of all visits and observations of student teachers for their permanent files.
12. Provides final evaluating of student teachers for their permanent files.
13. Assist student teachers with the overall Licensure process.

The coordinator of field experiences, the university supervisor, the principal and the cooperating teacher work closely together to resolve any major problems encountered by the student teacher at the teaching station where the major unresolved problem occurs. Other responsibilities of the coordinator of field experiences/director of student teaching include:
1. Establish the beginning and the ending dates for field experiences.

2. Providing information concerning the student teaching program and the Student Teacher Handbook to the appropriate public school personnel.

3. Working closely with the university supervisor to ensure that the teaching experiences of the student teacher are also beneficial to the student.

4. Observing the student teachers at work and assisting the evaluation process.

5. Protecting the student teachers against exploitations.

6. Allowing time for the student teachers to observe other classrooms.

7. Maintaining permanent files of student teachers.

8. Administering the honorarium to the cooperating districts for services rendered to the University’s Student Teaching Program.

9. Planning and conducting conferences for cooperating teachers.

10. Evaluating the total field program.

11. Cooperating with principals and cooperating teachers concerning the programs of the student teachers.

12. Conducting Pre and Post Student Teaching Seminars and project entry into the Student Teaching Profession.

13. Collecting and interpreting all evaluative information and arriving at final reports and grades for student teachers.

Provide cooperating teacher with:

1. Pertinent information about the student teacher.

2. Information regarding what is expected of the student teacher in terms of schedules, activities, lesson plans, and teaching experience.

3. An orientation session at the beginning of the student teaching period of expectations concerning the student teacher.
SUGGESTIONS FOR THE STUDENT TEACHER

In a large measure, the benefits to be derives form student teaching will depend on you. The following suggestions should be beneficial:

1. Strive to do effective work; work cooperatively with pupils, the cooperating teacher, and supervisors; profit from your mistakes; accept constructive criticism; and enjoy your work.

2. Get acquainted with the cooperating teacher, the pupils, and other faculty and administrative personnel. Become familiar with the entire school system and its programs. Comply with the regulations that govern regular teachers.

3. Study the records and reports the cooperating teacher must make and maintain; learn how and assist in making these records and reports. Discuss the records only with the cooperating teacher.

4. During the early part of your student teaching, discuss with the cooperating teacher, such items as: appropriate dress and other professional appearance items (length of hair, beards, mustaches, etc.), general plans for work, how you can be of assistance, when you will teach, lesson plans, etc.

5. After you have worked out your schedule with the cooperating teacher, adhere to it. Be punctual! Try not to miss a day. If you are forced to miss school due to illness or other causes, inform the cooperating teacher. Whenever possible, inform the cooperating teacher ahead of time when you cannot be present. Absences not due to illness must be approved by the University Supervisor and must be made up, in accordance with the attendance policy.

6. If you encounter problems with respect to your student teaching, do not hesitate to seek help form the cooperating teacher. Handle your problems in a professional manner and do not behave in a way that might cast a reflection on the cooperating teacher, the cooperating school, the University of Arkansas at Pine Bluff or yourself. Be discreet in discussing school problems outside the classroom and/or in the community.

7. Study the methods of the cooperating teacher and share experiences on a mutual basis. If your ideas and theories differ from the cooperating teacher, do not be critical; you will have an opportunity to try your methods when you begin teaching.

8. Learn the physical facilities, policies, regulations and schedule of the school as soon as possible. Follow the rules carefully.

9. Keep a list of questions as situations occur. Discuss these matters during conferences with the cooperating teacher or your university supervisor.
APPLY FOR ARKANSAS TEACHER LICENSURE

At the completion of your student teaching experience the Coordinator of Field Experiences/Director of Student Teaching will give student teachers, an application for the Arkansas Teacher’s Licensure. Student teachers are to complete the form in the presence of the coordinator of field experiences. The form will be processed and then forwarded to the university’s Office of Academic Records (Registrar’s Office) for final check. Student teachers must request that all credentials - i.e., Test Scores, (Praxis I and Praxis II Scores{Content Knowledge and Principles of Learning and Teaching}), Application for Teacher’s Licensure and an official transcript, be forwarded to the Office of Teacher Education and Licensure, Arkansas Department of Education - Little Rock, Arkansas.

Note: This is the student teacher’s responsibility and not the Certification Officer nor the University Registrar. Failure to do so will delay both processing and issuance of an Arkansas Teacher Licensure.

OFFICE OF CAREER PLANNING AND PLACEMENT

Student teachers are encouraged to register, with the Office of Career Planning and Placement, the first semester of your senior year. This registration process provides services important to job search. These interrelated services are the student’s credentials files, job referrals, and on-campus interviews. Student teachers must submit electronic resumes’ to the Office of Career Services.
What is Student Teaching?

Student teaching is a time when education majors can implement what they have learned in courses. It is the last step in an ascending process that allows future teachers to experiment with different teaching/learning methods and styles so they can decide for themselves which ones work best.

The university requires student teaching as a full-time responsibility; therefore, you will not be permitted to enroll in other university courses, including correspondences, without written permission and approval from the Dean, School of Education.

HOW LONG IS STUDENT TEACHING?

The length of student teaching is a minimum of fifteen (15) weeks in the early elementary, middle, or secondary schools.

DO I GET PAID FOR STUDENT TEACHING?

No

Arkansas Department of Education
Minimum Scores Required for Certification

<table>
<thead>
<tr>
<th>TEACHING AREA</th>
<th>TESTS</th>
<th>PASSING SCORE</th>
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<tbody>
<tr>
<td>ALL AREAS</td>
<td>PPST: READING</td>
<td>NUMBER: 0710</td>
</tr>
<tr>
<td>ALL AREAS</td>
<td>PPST: WRITING</td>
<td>NUMBER: 0720</td>
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<tr>
<td>ALL AREAS</td>
<td>PPST: MATHEMATICS</td>
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COMPUTER-BASED TEST (C-PPST) ALTERNATIVES TO PPST TESTS

| TEACHING AREA | C-PPST: READING | NUMBER: 0710 | 172 |
|---------------|-----------------|---------------|
| ALL AREAS     | C-PPST: WRITING | NUMBER: 0720 | 173 |
| ALL AREAS     | C-PPST: MATHEMATICS | NUMBER: 0730 | 171 |
PLEASE NOTE: PRAXIS I OR PRAXIS II SCORES OLDER THAN THREE (3) YEARS WILL NOT BE ACCEPTED AFTER JULY 1, 1999.

II. PRAXIS II-Specialty Area Tests

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<tr>
<th>Certification Area</th>
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<tr>
<td>Agriculture Science Technology</td>
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<td>Art K-12</td>
<td>Art Content &amp; Analysis</td>
<td>161</td>
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<td>Business Technology</td>
<td>Business Education: CK</td>
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<tr>
<td>Coaching Endorsement</td>
<td>Physical Ed.: Content &amp; Design</td>
<td>169</td>
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<tr>
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<td>(5143 Mathematics)</td>
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<td>(5144 Social Studies)</td>
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<td>Music: Analysis</td>
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<tr>
<td>Social Studies</td>
<td>SS: Con. &amp; Interpretation</td>
<td>153</td>
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</table>
STUDENT TEACHER ATTENDANCE POLICY

The student teacher’s schedule is the same as that of the cooperating teacher. The student teacher must be punctual in attendance and adhere to the Student Teacher Attendance Policy.

All Student Teachers are required to complete as a minimum twelve (12) weeks of teaching during their school site assignments. During this period, student teachers will be required to adhere to the following attendance policy:

1. Student teachers will be allowed one (1) sick leave day for each six (6) weeks of student teaching.

2. Student teachers will be allowed one-half personal leave day for each six (6) weeks of teaching.

3. The total number of days of absence for the twelve weeks will be three days. Absences in excess of 1 1/2 days per site will result in an incomplete “I” for the course. All make up days must be approved by both the university supervisor and coordinator of field experiences. Students must show evidence of satisfactory progress up to the point of incompleteness.

4. All requests for sick leave and/or personal leave must be cleared with the university supervisor and the coordinator of field experiences.

5. Excessive absences and non-adherence to the attendance policy may result in the student teacher’s removal from the Student Teacher Program.

Student Teachers are responsible for notifying the coordinator of field experiences at (870) 534-0180 or (870) 267-0212 between 6:00 a.m. and 7:30 a.m. and (870) 575-8742 after 8:00 O’clock in the morning. The student teachers are also responsible for contacting the cooperating teacher, the university supervisor, and the Building Principal when they are unable to meet their student teaching assignment.

All absences made while student teaching will have to be made up by the student teacher at the end of the student teaching experience as approved by the university supervisor and coordinator field experiences. Any student not meeting the assigned number of days will be required to make up the days before one receives a grade for ECE 4607, MLED 4606, EDUC 4600, EDUC 4610, and EDUC 4614 or any other candidate’s required major course number for Directed Teaching.
Appendices

Expectations for Candidate Performance: Learning Outcomes
APPENDIX A

Lesson Plan Formats
ASSURE Model Template

Include Topic of the Lesson

I. Analyze Learners (Need three separate headings; a heading for each)
   1. General Characteristics (5 minimum)
   2. Entry Competencies – prerequisite skills needed to be successful with the lesson, skills, attitude knowledge that students already have (4 minimum)
   3. Learning Style (select one or more of several used in the textbook)

II. State Objectives (What you want the learner to know at the end of the lesson)
   ✓ State in behavioral terms using an active verb
   ✓ Use all of the A B C D’s (Audience, Behavior, Condition, and Degree) for each objective
   ✓ Use one sentence for each objective

   In the State Objectives section, add one or more of the Arkansas Curriculum Frameworks (http://arkedu.state.ar.us) that relate to your topic and objective(s). Also, look at your small green textbook or go to the ISTE website and select and add an appropriate National Educational Technology Standard (NETS- http://cnets.iste.org/index2.html) appropriate for the grade level that you have chosen.

III. Select Methods, Media and Materials (Need three separate headings; a heading for each)
   1. Identify Method or methods using in the lesson (select from the ten in the textbook)
   2. Identify the Media needed to teach the lesson
   3. Identify the Material needed for the lesson

IV. Utilize Media and Materials
   Pre-teaching Tasks: (Things to do in designing the presentation; tasks you do before teaching the lesson; preparation activities). DO NOT WRITE IN FIRST PERSON.
   1. Preview the Media/Material (see if appropriate for age, gender, objectives; see if websites are still at the given URL, etc.)
   2. Prepare the Material (handouts, worksheets, PowerPoint presentations, transparencies, games, reserve equipment, etc.)
   3. Prepare the Environment (arrange chairs/desks, setup equipment, etc.)
   4. Prepare the Learners (Set)

   Teaching Tasks: (The Presentation, Procedures to follow, steps, T2O)
5. Provide the Learning Experience (teach the lesson)

**V. Require Learner Participation (Student Tasks; Student Activities)**
- List those things that will engage the learner (state in terms that indicate the student will...)
  - Activities
  - Questions to ask
  - Skills to practice
  - Follow up Activities
- List Independent Activities
- List Extended Activities
- Other

**VI. Evaluate and Revise (Be specific)**
1. Evaluation of Learner Achievement
   - How will you know that the learner has achieved the degree stated in the objective? What criteria or degree must a student meet before objectives have been achieved?
   - What type of test will you give? What is the nature of your objective? What type of assessment does your objective dictate?
     - Observation
     - Paper Pencil
     - Survey
     - Other
   - Specify if no formal test will be given and indicate how evaluation will be done
2. Evaluation of Methods and Media
   - How will you determine if your methods and media were effective?
   - Will you use students and faculty evaluation?
3. Provide a Sample Test Item(s) – Attach at the end of the Lesson Plan
   - Create at least 5 sample test items if you are giving a paper pencil exam.
   - Sample survey items, if giving a survey
   - Sample oral questions, if giving oral exam
   - If previously stated items, indicate that you have done so and in which section of the ASSURE model you stated the items.
4. Revision.
   - What revisions are necessary IF ...
     - Students did not achieve objectives
     - Methods were not effective or appropriate
     - Media were not effective or appropriate
   - Indicate needed revision(s)
   - Indicate if no revision(s) are needed
### PET LESSON PLANNING

**TEACHER:** ____________________________  
**SCHOOL:** __________________________________

<table>
<thead>
<tr>
<th>SUBJECT:</th>
<th>Name of Lesson:</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRADE:</td>
<td>PERIOD/TIME:</td>
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**Estimated Time for Unit/ Lesson (Projection)**

<table>
<thead>
<tr>
<th>Materials Needed:</th>
</tr>
</thead>
</table>

**1. What are the PET lesson objectives/standards/mastery level?**

**2. What related vocabulary words or concepts will be taught?**

**3. WHAT INSTRUCTIONAL STRATEGIES TO BE UTILIZED (T20)?**

**3a. SET/HOOK/FOCUS:**

**3b. MODELING OR OTHER STRATEGY:** (Specify teaching strategies.)

**3c. GUIDED PRACTICE/STRATEGIES:**

**3d. Accomodations/Modifications for Students with IEPs**

**3e. Intervention Strategies for Any Student Who Doesn’t “Get It”**

**Enrichment Activities/Assessments For Those Students Who “Get It”**

**CLOSURE/REVIEWS/SUMMARY:**

<table>
<thead>
<tr>
<th>HOMEWORK/ASSESSMENT:</th>
</tr>
</thead>
</table>

**4. What interdisciplinary activities/assessments are included?**

<table>
<thead>
<tr>
<th><strong>5. What materials/resources/technology will be used?</strong></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>6. What assessments will be used? ATTACH all assessments</strong></th>
</tr>
</thead>
</table>

**Reflect** on this lesson indicating your strengths and areas for improvement: (use the back)
### PINE BLUFF SCHOOL DISTRICT
#### LESSON PLAN
*Teachers are to complete this form for each subject taught.*

<table>
<thead>
<tr>
<th>TEACHER:</th>
<th>CONTENT:</th>
<th>SCHOOL:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>GRADE:</th>
<th>PERIOD/TIME:</th>
<th>DATE:</th>
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<tbody>
<tr>
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</tbody>
</table>

#### 1. What are the lesson objectives and standards?
(Reflect student learning expectations from the curriculum frameworks, course content guides, norm-referenced test, etc. and post in your classroom.

#### 2. What related vocabulary words will be used?

#### 3. What instructional strategies will be utilized?

**SET/HOOK/FOCUS:**

**MODELING:**

**GUIDED PRACTICE/STRATEGIES:**

**INDEPENDENT PRACTICE/ACTIVITIES:**

<table>
<thead>
<tr>
<th>Accommodations and Modifications for Students with IEP’s</th>
<th>Intervention Strategies for Any Student Who Doesn’t “Get It”</th>
<th>Enrichment Activities For Those Students Who “Get It”</th>
</tr>
</thead>
</table>

**CLOSURE/REVIEW/SUMMARY:**

**HOMEWORK:**

#### 4. What interdisciplinary items/activities are included?

#### 5. What materials/resources/technology will be used?

#### 6. What assessment will be used?
Assessments are to be created prior to planning lesson strategies. **ATTACH** assessment to this lesson plan form. (This includes sample test items and any necessary rubrics.)

Estimated Time for Unit/Lesson:
Teacher: 
Week of: 

Student Learning Expectations from Curriculum Frameworks/Lesson objective(s):

<table>
<thead>
<tr>
<th>Instructional Methods:</th>
<th>Monday:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bulletin Boards</td>
<td></td>
</tr>
<tr>
<td>CAI</td>
<td></td>
</tr>
<tr>
<td>Competitions</td>
<td></td>
</tr>
<tr>
<td>Cooperative Learning</td>
<td></td>
</tr>
<tr>
<td>Demonstration/Modeling</td>
<td></td>
</tr>
<tr>
<td>Discovery Learning</td>
<td></td>
</tr>
<tr>
<td>Discussion</td>
<td></td>
</tr>
<tr>
<td>Field Trips</td>
<td></td>
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<tr>
<td>Games</td>
<td></td>
</tr>
<tr>
<td>Individualized Instruction</td>
<td></td>
</tr>
<tr>
<td>Labs</td>
<td></td>
</tr>
<tr>
<td>Peer Tutoring</td>
<td></td>
</tr>
<tr>
<td>PowerPoint Presentation</td>
<td></td>
</tr>
<tr>
<td>Questioning Techniques</td>
<td></td>
</tr>
<tr>
<td>Role playing/simulation</td>
<td></td>
</tr>
<tr>
<td>Small group instruction</td>
<td></td>
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<tr>
<td>Whole group instruction</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vocabulary Used:</th>
<th>Standardized tests</th>
<th>Teacher observation</th>
<th>Self-Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Method of Measuring Objective(s):</td>
<td>Teacher-made tests</td>
<td>Group Consensus</td>
<td>Portfolio</td>
</tr>
<tr>
<td>Writing Prompt</td>
<td>Text-provided Tests</td>
<td>Rubric</td>
<td>Learning Log</td>
</tr>
<tr>
<td>Teacher's edition text</td>
<td></td>
<td>Checklist</td>
<td>Other</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resources/Technology Used:</th>
<th>Teacher's edition text</th>
<th>Computer/Software</th>
<th>Smart Board</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manipulative</td>
<td>Computer/Internet</td>
<td>Video Recorder</td>
<td></td>
</tr>
<tr>
<td>Projector</td>
<td>Television/VCR/DVD</td>
<td>Camera (35mm/Digital)</td>
<td></td>
</tr>
<tr>
<td>Calculator/Ruler</td>
<td>Workbook/Worksheets</td>
<td>Other</td>
<td></td>
</tr>
<tr>
<td>Knowledge</td>
<td>Comprehension</td>
<td>Application</td>
<td></td>
</tr>
<tr>
<td>Analysis</td>
<td>Evaluation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Target Audience for Lesson Selection Determined from Analysis of ITBS and Benchmarks (referenced on AIP)
White Hall Elementary Lesson Plans
Week of ________________

<table>
<thead>
<tr>
<th>Day</th>
<th>Math</th>
<th>Spelling</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td></td>
<td></td>
<td>8:20-8:40 Pledge, Lunch Count, Journal</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>11:25-12:05 music</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>12:50-1:30 Lunch/Physical Activity</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Plato 845-915;130-11;145-2:15</td>
</tr>
<tr>
<td>Tuesday</td>
<td></td>
<td></td>
<td>8:20-8:40 Pledge, Lunch Count, Journal</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>9:55-10:35 Library</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>11:25-12:05 PE</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>12:50-1:30 Lunch/Physical Activity</td>
</tr>
<tr>
<td>Wednesday</td>
<td></td>
<td></td>
<td>8:20-8:40 Pledge, Lunch Count, Journal</td>
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<td></td>
<td></td>
<td></td>
<td>11:25-12:05 Art</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>12:50-1:30 Lunch/Physical Activity</td>
</tr>
<tr>
<td>Thursday</td>
<td></td>
<td></td>
<td>8:20-8:40 Pledge, Lunch Count, Journal</td>
</tr>
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<td></td>
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<td></td>
<td>11:25-12:05 PE</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>12:50-1:30 Lunch/Physical Activity</td>
</tr>
<tr>
<td>Friday</td>
<td></td>
<td></td>
<td>8:20-8:40 Pledge, Lunch Count, Journal</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>11:25-12:05 Art</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>12:50-1:30 Lunch/Physical Activity</td>
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<tr>
<td>SLE’s</td>
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</tbody>
</table>
APPENDIX B

End of Two Weeks Evaluation
University of Arkansas at Pine Bluff
Student Teaching

End of Two Weeks Evaluation
(To be completed by cooperating teacher at first placement site)

Student Teacher: ____________________________________________

School: ______________________________________________________

Cooperating Teacher: ________________________________________

Please assess the student teacher’s teaching progress in this introductory two weeks of student teaching. We would appreciate your comments on the student teacher’s strengths and weaknesses to date:

A. Strategies:

B. Weaknesses:

Other:

Over all rating of the student’s first two week’s performance:

Excellent  Above Average  Average  Fair  Poor

Cooperating Teacher Signature: ____________________________________________

Date: ___________________________________
University of Arkansas at Pine Bluff
Student Teaching

End of Two Weeks Evaluation
(To be completed by cooperating teacher at second placement site)

Student Teacher: ________________________________________________

School: _________________________________________________________

Cooperating Teacher: _____________________________________________

Please assess the student teacher’s teaching progress in this introductory two weeks of student teaching. We would appreciate your comments on the student teacher’s strengths and weaknesses to date:

A. Strengths:

B. Weaknesses:

Other:

Over all rating of the student’s first two week’s performance:

Excellent    Above Average    Average    Fair    Poor

Cooperating Teacher Signature: ______________________________________

Date: ___________________________________________________________

(Return form to university supervisor)
APPENDIX C

Summary of First Two Weeks
Form II
Summary of First Two Weeks at First School Site
(To be completed by Student Teacher)

Name of Student Teacher: __________________________ Date: __________
Name of School: __________________________ Grade Level: __________

Direction: Please be concise when answering the questions that follow. You may use and attach sheets of paper if this form’s space is insufficient for your answers.

1. Approximately how many hours of uninterrupted observation did you complete? If you performed other duties while observing, please explain.

2. Describe the nature of your interactions with P-12 students, teachers and other adults.

3. After observing, what activity(ies) did you feel especially confident in taking over? Where do you feel you would need help?

4. What problems are you having in adjusting to your new working environment?

Signature of Cooperating Teacher: __________________________ Date: __________

(Return form to University Supervisor)

49
Name of Student Teacher: ___________________________ Date: ______________
Name of School: ___________________________ Grade Level: __________

**Direction:** Please be concise when answering the questions that follow. You may use and attach sheets of paper if this form’s space is insufficient for your answers.

1. Approximately how many hours of uninterrupted observation did you complete? If you performed other duties while observing, please explain.

2. Describe the nature of your interactions with P-12 students, teachers and other adults.

3. After observing, what activity(ies) did you feel especially confident in taking over? Where do you feel you would need help?

4. What problems are you having in adjusting to your new working environment?

Signature of Cooperating Teacher: ___________________________ Date: __________

**Return form to University Supervisor**

50
APPENDIX D

Self Evaluation of Dispositions by Student Teacher

Self Evaluation by Student Teacher
University of Arkansas at Pine Bluff  
School of Education  
Pine Bluff, Arkansas

Directed Teaching

Date

<table>
<thead>
<tr>
<th>Student Teacher:</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Student Identification Number:</td>
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<tr>
<td>Semester:</td>
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<tr>
<td>School District and School Name:</td>
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<tr>
<td>Cooperating Teacher:</td>
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<tr>
<td>Grade Level/Subject:</td>
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<tr>
<td>University Supervisor:</td>
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</tbody>
</table>

**Directions:** Please check the appropriate number that best assesses your knowledge, skills, and dispositions. Five (5) is the highest rating, descending to one (1) which is lowest. Total the points. **Total Points:**

<table>
<thead>
<tr>
<th>Professional Competencies</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Knowledge of Subject Content.</td>
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<tr>
<td>2. Understands child development.</td>
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<td>3. Understands individual differences.</td>
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<tr>
<td>4. Demonstrates oral communicates skills.</td>
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<tr>
<td>5. Demonstrates written communicates skills.</td>
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<tr>
<td>6. Uses appropriate voice quality.</td>
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<tr>
<td>7. Demonstrates exceptional planning and organization skills.</td>
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<tr>
<td>8. Demonstrates knowledge to integrate diversity in planning.</td>
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<tr>
<td>9. Presentations and explanations are clear and meaningful to class.</td>
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<tr>
<td>10. Demonstrates enthusiasm for teaching and learning.</td>
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<tr>
<td>11. Can organize materials for teaching purposes.</td>
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<tr>
<td>13. Has mastery of several teaching methodologies.</td>
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<tr>
<td>14. Has desire to teach P-12 students.</td>
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<tr>
<td>15. Demonstrates ethical character.</td>
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<tr>
<td>16. Is reasonably free from prejudice.</td>
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<tr>
<td>17. Expresses empathy and warmth in interpersonal relationships.</td>
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</tbody>
</table>
### Student Teacher Self Evaluation of Disposition Toward Teaching

#### Classroom Management Competencies

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Creates and maintains classroom environment conducive to learning, including standards of classroom behavior.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2.</td>
<td>Makes atmosphere colorful by use of student’s work, bulletin board displays, etc.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>3.</td>
<td>Provides learning experiences that encourages critical thinking, problem solving, informed decisions making, and creativity.</td>
<td></td>
<td></td>
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<tr>
<td>4.</td>
<td>Treats everyone with respect and fairness.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>5.</td>
<td>Losses temper easily.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>6.</td>
<td>Organizes instructions and activities based upon differences among learners.</td>
<td></td>
<td></td>
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<tr>
<td>7.</td>
<td>Can control unexpected situations.</td>
<td></td>
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<tr>
<td>8.</td>
<td>Monitors and adjust well.</td>
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<tr>
<td>9.</td>
<td>Handles equipment carefully.</td>
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</tbody>
</table>

#### Personal Competencies

<table>
<thead>
<tr>
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<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Exhibits appropriate professional decorum.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2.</td>
<td>Reflects resourcefulness</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>3.</td>
<td>Demonstrates a multicultural perspective in selecting materials, teaching methods, and appropriate technology.</td>
<td></td>
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<tr>
<td>4.</td>
<td>Exhibits good taste in dress.</td>
<td></td>
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</tr>
<tr>
<td>5.</td>
<td>Has no distracting mannerisms.</td>
<td></td>
<td></td>
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<tr>
<td>6.</td>
<td>Voice is clear and distinct; has good modulation and inflection.</td>
<td></td>
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<tr>
<td>7.</td>
<td>Is dependable and cooperative.</td>
<td></td>
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<tr>
<td>8.</td>
<td>Accepts constructive criticism well.</td>
<td></td>
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<tr>
<td>9.</td>
<td>Gets along well with P-12 students, other student teachers, teachers, parents, and other adults.</td>
<td></td>
<td></td>
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<tr>
<td>10.</td>
<td>Manages class by behavior modification rather than by force.</td>
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</tbody>
</table>

#### Professional Growth Competencies

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<thead>
<tr>
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<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Utilize a variety of technology and instructional materials including external resources, in subject delivery and understands the value in presenting the subject.</td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>2.</td>
<td>Reads professional books and literature.</td>
<td></td>
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<tr>
<td>3.</td>
<td>Has a wide interest and understanding of the world.</td>
<td></td>
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<tr>
<td>4.</td>
<td>Demonstrates a desire to become a good teacher.</td>
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<tr>
<td>5.</td>
<td>Belongs to professional organizations.</td>
<td></td>
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<tr>
<td>6.</td>
<td>Builds and maintains professional relationships with cooperating teacher to share teaching insights and to coordinate learning activities for P-12 students.</td>
<td></td>
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</tr>
<tr>
<td>7.</td>
<td>Acknowledges and knows strengths and weaknesses.</td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>8.</td>
<td>Demonstrates knowledge to integrate diversity in planning.</td>
<td></td>
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</tr>
<tr>
<td>Professional Growth Competencies - Continues</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>9. Honest desire to grow professionally.</td>
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<tr>
<td>10. Expresses empathy and warmth in interpersonal relationships.</td>
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<tr>
<td>11. Use technology to assess student performance and analyze effectiveness of teaching.</td>
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</tr>
<tr>
<td>13. Maintains an appropriate level of professional ethics in terms of personal conduct, academic integrity, emotional maturity, and professionalism (follows school policies, dress appropriately and conduct oneself in a professional manner).</td>
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<tr>
<td>14. Shows persistence and promptness in completion of tasks.</td>
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<tr>
<td>15. Is prepared with several possible actions, and conveys a sense of commitment to use of alternatives, persisting in the search for and effective approach to every P-12 student feels he/she can meet the learning goals.</td>
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</tbody>
</table>

Comments:

Discuss, briefly, your successes.

Discuss, briefly, areas of improvements and indicate your plan of action for improvement.
Self-Evaluation by Student Teacher

Each student teacher must evaluate the progress being made in teaching, continuously, after completion of the first six (6) weeks. Submit a written appraisal of progress to the University Supervisor.

For Period: _________________________________

(Exact Dates)

Identification Data

Student Teacher___________________________________________________________

Cooperating Teacher: ______________________________________________________

Classes Taught During Period

Time:

Evaluation of Teaching

1. What I have done:

2. Problems I have encountered:

3. Efforts I have made to improve my work:

4. My areas of strengths:
APPENDIX E

Evaluation of Student Teacher by University Supervisor
University of AR at Pine Bluff
School of Education
Early Childhood Education (P-4th grade)
Candidate Scoring Rubric

Candidate Name: ___________________ Date:______________
Cooperating Teacher:______________________ School Name:______________________
Age or Grade Level_______________ University Instructor/Supervisor:______________________

Arrival __:__ Departure___:___
Please check appropriate selection:
• Field Experience
• Student Teaching (birth – age three) ______
• Student Teaching (age four – 4th grade) ______

Scoring criteria correlated with:
• National Association for Education of Young Children (NAEYC) standards
• State-adopted Pathwise Mentoring & Observation Model (PW)
• AR state licensure standards (ALS) Interstate New Teacher Assessment & Support Consortium (INTASC) standards
• UAPB Conceptual Framework (CF): Teacher As A Promoter of Academic Excellence

Directions: University Supervisor, please check any applicable indicators. Total the points earned per goal, and enter that total at the end of each section. At the conclusion, total all section scores for the composite score.
<table>
<thead>
<tr>
<th>Criteria (NAEYC/Pathwise)</th>
<th>Goal 1: Planning and Preparation NAEC 1a, 3c, 4b, 4d Pathwise Domain A:</th>
<th>Exceeds Expectations (2 points)</th>
<th>Meets Expectations (1 point)</th>
<th>Does Not Meet Expectations (0 points)</th>
</tr>
</thead>
</table>
| **NAEYC—**  
1a. Knowing and understanding young children’s characteristics and needs.  
PWD—  
A1. Demonstrates knowledge of students (age group, diversity, interests, heritage) | Candidate demonstrates a clear understanding of developmental characteristics of the age group, how individual children learn, children’s skills, knowledge, language proficiency, interests, and cultural heritage and is able to articulate the value of this knowledge through examples. | Candidate has some familiarity of the developmental characteristics of the age group, how individual children learn, children’s skills, knowledge, language proficiency, interests and cultural heritage and provides a general explanation of why this knowledge is valuable. | Candidate displays little or no knowledge of the developmental characteristics of the age group, how individual children learn, students’ skills, knowledge, language proficiency, children’s interests or cultural heritage and does not recognize the value of this knowledge. |
| **NAEYC**  
4b. Knowing understanding and using effective approaches, strategies, and tools for early education.  
A2. Selects instructional goals appropriate for lesson and students | Candidate’s lesson outcomes are clear and written in the form of young children’s learning objectives, and consistently demonstrate the ability to differentiate instruction for groups or individual children. | Candidate’s lesson outcomes are moderately clear or are not always written in the form of learning objectives for young children, and do not consistently demonstrate the ability to differentiate instruction for groups or individual children. | Candidate’s lesson outcomes are either unclear or are stated as activities, not as student learning objectives, and does not demonstrate the ability to differentiate instruction for groups or individual children. |
| **NAEYC**  
4d. Using own knowledge and other resources to design, implement and evaluate meaningful challenging curriculum to promote positive outcomes.  
PWD  
A3. Demonstrates knowledge of content by designing instruction that connects past, present, and future | Candidate clearly explains connections between current content and past or future learning. | Candidate is able to make some connection between current content to past and future learning, although such knowledge may be incomplete. | Candidate is unable to design lessons that connect current content to past and future learning. |
| **NAEYC**  
4b. Knowing understanding and using effective approaches, strategies, and tools for early education.  
PWD  
A4. Demonstrates knowledge of pedagogy by planning age-appropriate instructional methods and learning activities, using appropriate materials and resources | Candidate reflects familiarity with a wide range of effective pedagogical approaches in the discipline, candidate provides a sound explanation of why single methods or learning activities are appropriate for all students. | Candidate displays a limited range of pedagogical approaches suitable to the discipline or young children. | Candidate displays little or no understanding of the range of pedagogical approaches suitable for young children in content area instruction, and does not know how to always differentiate instruction appropriately for groups or individual children. |
| **NAEYC**  
3c. Understanding and practicing responsible assessment.  
PWD  
A5. Assesses student learning by planning assessments appropriate for students and aligned with learning goals | Assessment procedures align with all the instructional outcomes or may have been adapted for groups or individual children OR the candidate provides a sound explanation as to why the assessments are appropriate for all students. Candidate has a systematic approach to assessment, which includes varying assessment strategies to monitor children’s learning; assessment results will drive future teaching and learning opportunities. | Assessment procedures align with some of the instructional outcomes, Candidate has a systematic approach to learning assessment strategies, however these strategies are applied unevenly to determine student learning, the results of which are intended to drive future instruction for the children. | Assessment procedures are not aligned with instructional outcomes, and are not appropriate for young children. Candidate has no systematic plan for assessment of student learning and does not know how to use assessment results to plan for future instruction. |

58
### Goal 1: Planning and Preparation
**NAEYC 1a, 3c, 4b, 4d**  
Pathwise Domain A  
*(Summary of A)*

<table>
<thead>
<tr>
<th>Criteria (NAEYC/Pathwise)</th>
<th>Exceeds Expectations (2 points)</th>
<th>Meets Expectations (1 point)</th>
<th>Does Not Meet Expectations (0 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sub-score A</strong></td>
<td></td>
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<tr>
<td><strong>12 points possible</strong></td>
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</table>

**Total sub-score A**

**Comments:**

### Goal 2: The Learning Environment
**NAEYC 2c & 4b**  
Pathwise Domain B

<table>
<thead>
<tr>
<th>Criteria (NAEYC/Pathwise)</th>
<th>Exceeds Expectations (2 points)</th>
<th>Meets Expectations (1 point)</th>
<th>Does Not Meet Expectations (0 points)</th>
</tr>
</thead>
</table>
| **NAEYC 2c. Involving families and communities in their children’s development and learning.**  
PWD B1. Creates an environment that promotes fairness | Indicate provides learning for all young children and responds to inappropriate interactions among children and encourages children to be fair to each other. | Indicate provides equal access to instruction for most young children and sometimes responds to inappropriate interactions among children and does not allow unfair behavior. | Indicate does not provide equal access to learning for all young children and does not respond to inappropriate interactions. |
| **NAEYC 2c. Involving families and communities in their children’s development and learning.**  
PWD B2. Creates an environment of respect and rapport | Indicate/child interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the children; interactions among children are generally polite and respectful. | Indicate/child interactions are generally appropriate, but may reflect occasional inconsistencies. Children demonstrate respect for one another. | Indicate interaction with some children is negative, demeaning, sarcastic, or inappropriate to the age, or culture of the children. Children exhibit disrespect for the teacher. Child interactions are characterized by conflict, sarcasm, or put downs. |
| **NAEYC 4a. Knowing, understanding, and using positive relationships and supportive interactions**  
PWD B3. Communicates challenging learning expectations | Indicate actively encourages students to meet challenging learning expectations while conveying genuine enthusiasm for the content, and encouraging children to do the same. | Indicate communicates to all students that s/he is capable of meeting learning expectations, and communicates the importance of the subject to young learners. | Indicate communicates to young learners that they are incapable of learning or that the candidate’s expectations for their learning is low. |
| Criteria (NAEYC/Pathwise) | Goal 2: The Learning Environment  
NAEYC 2c & 4b  
Pathwise Domain B  
(Summary of B) |
<table>
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</thead>
<tbody>
<tr>
<td></td>
<td>Exceeds Expectations (2 points)</td>
</tr>
<tr>
<td><strong>Sub-score B</strong></td>
<td></td>
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<tr>
<td><strong>14 points possible</strong></td>
<td></td>
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</tbody>
</table>

**Total sub-score B:**

**Comments:**

| Criteria (NAEYC/Pathwise) | Goal 3: Instruction  
NAEYC 1b, 3b, 3c, 3d, 4b, 4c, 4d, 5b  
Pathwise Domain C |
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td></td>
<td>Exceeds Expectations (2 points)</td>
</tr>
<tr>
<td>NAECY</td>
<td>1b. Knowing and understanding the multiple influences on development and learning.</td>
</tr>
<tr>
<td>4b. Knowing understanding and using effective approaches, strategies, and tools for early education.</td>
<td>Candidate connects content to the children’s prior knowledge and experience.</td>
</tr>
<tr>
<td>4c. Knowing and understanding, the importance, central concepts, inquiry tools, and structures of content areas or academic disciplines.</td>
<td>____ The content is accurate, comprehensible to the children, AND the lesson as a whole has a logical and coherent structure.</td>
</tr>
<tr>
<td>PWD C1. Communicates learning goals and instructional procedures</td>
<td>____ Candidate connects content to the children’s prior knowledge and experience.</td>
</tr>
<tr>
<td>NAECY</td>
<td>4c. Knowing and understanding, the importance, central concepts, inquiry tools, and structures of content areas or academic disciplines.</td>
</tr>
<tr>
<td>PWD C2. Makes content comprehensible to students (coherent structure, makes material relevant to students)</td>
<td>____ Candidate asks children to move beyond the basic facts of the lesson to think independently, creatively, or critically about the content being taught.</td>
</tr>
<tr>
<td>NAECY</td>
<td>3b. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches</td>
</tr>
<tr>
<td>PWD C3. Extends student thinking</td>
<td>Candidate asks children to move beyond the basic facts of the lesson to think independently, creatively, or critically about the content being taught.</td>
</tr>
<tr>
<td>NAEYC 3b.</td>
<td>Knowing about and using observation, documentation, and other appropriate assessment tools and approaches</td>
</tr>
<tr>
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</tr>
<tr>
<td>NAEYC 5b.</td>
<td>Knowing about and upholding ethical standards and other professional guidelines.</td>
</tr>
<tr>
<td>PWD C6.</td>
<td>Communicates clearly and accurately (in speaking and writing), encouraging children to communicate effectively</td>
</tr>
<tr>
<td>NAEYC 4b.</td>
<td>Knowing understanding and using effective approaches, strategies, and tools for early education.</td>
</tr>
</tbody>
</table>

Sub-score C

20 points possible

Total sub-score C: __________

Criteria

<table>
<thead>
<tr>
<th>(NAEYC/Pathwise)</th>
<th>Goal 3: Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAEYC 1b, 3b, 3c, 3d, 4b, 4c, 4d, 5b Pathwise Domain C</td>
<td></td>
</tr>
</tbody>
</table>

(Summary of C)

| Exceeds Expectations (2 points) | Meets Expectations (1 point) | Does Not Meet Expectations (0 points) |
| Criteria (NAEYC/Pathwise) | Goal 4: Professional Responsibilities  
NAEYC 2b, 2c, 5a, 5b, 5c, 5d, 5e  
Pathwise Domain D | Exceeds Expectations (2 points) | Meets Expectations (1 point) | Does Not Meet Expectations (0 points) |
|--------------------------|-------------------------------------------------|-----------------------------|----------------------------------|
| **NAEYC**  
5d. Integrating knowledgeable, reflective and critical perspectives on early education.  
PWD D1. Reflects on teaching | Candidate describes the strengths and weaknesses of the lessons in relation to the learning goals AND supports her/his judgments with specific evidence from the lessons. Candidate describes how to apply this experience in future instruction, making specific suggestions for improvement or alternate strategies. | Candidate accurately describes the strengths and weaknesses of the lesson in relation to the learning goals. Candidate describes in general terms how s/he could use the experience from the lesson for improvement in future instruction. | Candidate cannot accurately identify strengths and weaknesses of the lesson relation to the learning goals. Candidate cannot propose ideas for improvement. |
| **NAEYC**  
5e. Engaging in informed advocacy for children and the profession.  
PWD D2. Demonstrates a sense of efficacy (responsibility for child’s learning) | Candidate suggests specific, practical actions that s/he intends to take to address the specific learning needs of the children. Candidate takes responsibility for student successes and failures. | Candidate attempts to find ways to address the specific learning needs of students, and can suggest practical actions that have already been tried. Candidate takes responsibility for success of students but attributes failure to outside factors. | Candidate makes no attempt to address the specific learning needs of students. Candidate attributes failure and success of students to outside factors. |
| **NAEYC**  
5a. Identifying and involving oneself with the early childhood field.  
5b. Knowing about and upholding ethical standards and other professional guidelines.  
5c. Engaging in continuous, collaborative learning to inform practice.  
PWD D3. Builds professional relationships | Candidate demonstrates knowledge of resources available through colleagues in the district and in the community AND attempts to consult with colleagues when necessary on matters related to learning and instruction. | Candidate demonstrates knowledge of resources available through colleagues in the district and in the community. | Candidate demonstrates no knowledge of resources available through colleagues in the district or in the community. |
| **NAEYC**  
2b. Supporting and empowering families and communities through respectful, reciprocal relationship.  
2c. Involving families and communities in their children’s development and learning.  
PWD D4. Communicates with families/caregivers and communities – must be two-way communication | Candidate demonstrates knowledge of forms of two-way communication that s/he can use to communicate with parents or guardians of children for various purposes AND describes situations in which s/he has engaged in reciprocated communication or would communicate with parents/guardians regarding specific children. | Candidate demonstrates knowledge of forms of two-way communication that s/he can use to communicate with parents or guardians of children for various purposes. | Candidate demonstrates no knowledge of forms of communication that s/he can use to communicate with parents or guardians OR provides little or no information to families/caregivers. |
**Goal 4: Professional Responsibilities**

<table>
<thead>
<tr>
<th>Criteria (NAEYC/Pathwise)</th>
<th>Exceeds Expectations (2 points)</th>
<th>Meets Expectations (1 point)</th>
<th>Does Not Meet Expectations (0 points)</th>
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<tbody>
<tr>
<td><strong>NAEYC</strong></td>
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<tr>
<td>5b. Knowing about and upholding ethical standards and other professional guidelines.</td>
<td>Candidate’s system for monitoring and maintaining accurate records is effective; the confidentiality of children’s records is guarded.</td>
<td>Candidate’s system for maintaining records is effective; maintains inconsistent confidentiality of children’s records.</td>
<td>Candidate has no system for keeping accurate records, resulting in errors and confusion; does not maintain confidentiality of children’s records.</td>
</tr>
<tr>
<td><strong>PWD</strong></td>
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<tr>
<td>D5. Maintains accurate records</td>
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<tr>
<td><strong>Criteria</strong></td>
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<td></td>
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</tr>
<tr>
<td>NAEYC 2b, 2c, 5a, 5b, 5c, 5d, 5e</td>
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<tr>
<td>Pathwise Domain D</td>
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<tr>
<td>(Summary of D)</td>
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<tr>
<td><strong>NAEYC</strong></td>
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<tr>
<td>5d. Integrating knowledgeable, reflective and critical perspectives on early education.</td>
<td>Candidate actively participates in professional development activities, seeking opportunities to enhance knowledge and skills; candidate applies what has been learned to the learning environment; a professional growth plan is maintained.</td>
<td>Candidate participates in professional development activities when participation is convenient or required; maintains a professional growth plan but does not follow the plan.</td>
<td>Candidate does not participate in professional development activities, even when activities are clearly needed for the improvement of teaching; does not maintain a professional growth plan. Candidate resists feedback on teaching performance.</td>
</tr>
<tr>
<td><strong>PWD</strong></td>
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<tr>
<td>D6. Grows and develops professionally (service, memberships, use of research)</td>
<td>Candidate maintains a professional growth plan but does not follow the plan.</td>
<td>Candidate accepts, with some reluctance, feedback from supervisors and colleagues.</td>
<td>Candidate does not participate in professional development activities, even when activities are clearly needed for the improvement of teaching; does not maintain a professional growth plan. Candidate resists feedback on teaching performance.</td>
</tr>
<tr>
<td><strong>NAEYC</strong></td>
<td></td>
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</tr>
<tr>
<td>5a. Identifying and involving oneself with the early childhood field.</td>
<td>Candidate’s professionalism is appropriate (including dress, attitude and behavior); all school and district policies and procedures.</td>
<td>Candidate’s professionalism is generally appropriate (including dress, attitude and behaviors); behavior adhere to all school and district policy and procedure guidelines..</td>
<td>Candidate displays a lack of professionalism (including dress, attitude and behaviors); is often in violation of school or district policies and procedures.</td>
</tr>
<tr>
<td><strong>PWD</strong></td>
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<tr>
<td>D7. Professionalism demeanor (adheres to school policies, dresses and behaves in professional manner)</td>
<td>Candidate’s professionalism is generally appropriate (including dress, attitude and behaviors); behavior adhere to all school and district policy and procedure guidelines..</td>
<td>Candidate’s professionalism is generally appropriate (including dress, attitude and behaviors); behavior adhere to all school and district policy and procedure guidelines..</td>
<td>Candidate displays a lack of professionalism (including dress, attitude and behaviors); is often in violation of school or district policies and procedures.</td>
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</table>

**Sub-score D 20 points possible**

**Total Sub-score D:**

**Comments:**
66 Total points possible

Grading Scale
66 – 59 = A (Exceeds Expectations)
58 – 53 = B (Exceeds Expectations)
52 – 46 = C (Meets Expectations)
45 or below = D/F
(Does not Meet Expectations)

<table>
<thead>
<tr>
<th>CRITERIA (NAEYC/Pathwise)</th>
<th>Pts. Possible</th>
<th>Pts. Scored</th>
</tr>
</thead>
<tbody>
<tr>
<td>1, 4/A</td>
<td>12</td>
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</tr>
<tr>
<td>1, 2, 4/B</td>
<td>14</td>
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<tr>
<td>1, 2, 3, 4/C</td>
<td>20</td>
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<tr>
<td>5/D</td>
<td>20</td>
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<tr>
<td>Total</td>
<td>66</td>
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</table>

Composite summary comments:

Signatures:
Candidate : ___________________________ Date: ___________________________
Cooperating Teacher: ___________________________ Date: ___________________________
University Supervisor: ___________________________ Date: ___________________________
This rubric is to assess knowledge, skills, and dispositions of middle level student teachers as Promoters of Academic Excellence. These assessment items are aligned with NMSA Standards.

Scale: 4-Exceeds Expectations 3-Meets Expectations 2-Does Not Meet Expectations 1-N/A  
Points:  
4=105-116 points 3=93-104 points 2=81-92 points 1=80 or less points  

Student Teacher: _________________________ Candidate’s ID # _________________________  
Subject: ___________ 4th-8th Grade: _______ Arrival Time_______ Departure Time_________  
Date: ______________ Cooperating Teacher: _____________________________________  
Name of School: _________________________ City_____________________ State________  

Please total each section, add a section comment, total those points, and record in the space below. Use the following scale for your evaluation:  
Section I _______ Section II _______ Section III ______ Total Points______ Rating _____  

I. Professionalism (Aligned with NMSA Standards and Dispositions)  

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
</table>
| **Organizes instruction and activities based upon differences among learners.** (T-PAE Professionalism)  
(Comments):_________________________________________________________ |   |   |   |
| **Uses depth and breadth of content knowledge in ways that maximize student learning.** (NMSA Standard 4.1)  
(Comments):_________________________________________________________ |   |   |   |
| **Articulates clear learning goals for the lesson that are developmentally appropriate.** (T-PAE Professionalism)  
(Comments):_________________________________________________________ |   |   |   |
| **Uses effective content specific teaching and assessment strategies.** (NMSA Standard 4.2)  
(Comments):_________________________________________________________ |   |   |   |
| **Reflects on the extent to which the learning goals were met in today’s lesson.** (T-PAE Professionalism)  
(Comments):_________________________________________________________ |   |   |   |
| **Is committed to the importance of integrating content.** (NMSA Disposition 4.2)  
(Comments):_________________________________________________________ |   |   |   |
| **Creates or selects appropriate teaching methods, learning activities, technology, instructional materials and other resources that are aligned with the goals of the lesson.** (T-PAE Professionalism)  
**Integrates state-of-the-art technologies and literacy skills into teaching science and mathematics and/or Language Arts and Social Studies to young adolescents.** (NMSA Standard 4.5)  
(Comments):_________________________________________________________ |   |   |   |
| **Uses technology as a tool for instruction and assessment of student performance that meets individual and group needs and analyzes effectiveness of teaching.** (T-PAE Technology)  
**Incorporates technology in planning, integrating, implementing and assessing curriculum and student learning.** (NMSA Standard 3.9)  
**Values the integration of state-of-the-art technologies and literacy skills in all teaching fields.** (NMSA Disposition 4.4)  
(Comments):_________________________________________________________ |   |   |   |
| **Provides learning experiences that encourage critical thinking, problem solving, informed decision making, and creativity.** (T-PAE Professional Education)  
**Engages all young adolescents in mathematics and science content or Language Arts and Social Studies content that incorporate their ideas, interests, and experiences.** (NMSA Standard 4.5)  
**Engages in activities designed to extend knowledge in mathematics and science or language arts and social studies.** (NMSA Standard 4.6)  
(Comments):_________________________________________________________ |   |   |   |
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</table>
|   | • Creates a climate that provides opportunities for student-student interactions as well as teacher-student interactions. (T-PAE Professionalism)  
• Believes in the philosophical foundations that support developmentally responsive and socially equitable programs for all young adolescents. (NMSA Disposition 2.1)  
• Is committed to the application of middle level philosophical foundations in their practice. (NMSA Disposition 2.2)  
(Comments):   |
|   |   |
|   | • Creates and maintains classroom environment conducive to learning, including standards of classroom behavior. (T-PAE Professionalism)  
• Is supportive of organizational components that maximize student learning. (NMSA Disposition 2.3)  
(Comments):   |
|   |   |
|   | • Moves around the room when teaching--strategic positioning. (T-PAE Professionalism)  
• Is supportive of organizational components that maximize student learning. (NMSA Disposition 2.3)  
(Comments):   |
|   |   |
|   | • Makes smooth transition from one activity to another activity. (T-PAE Professionalism)  
• Values the need for providing and maintaining environments that maximize student learning. (NMSA Disposition 5.2)  
(Comments):   |
|   |   |
|   | • Has attention of class before beginning lesson and has eye contact with students throughout the lesson--(aware of total situation). (T-PAE Professionalism)  
• Implements developmentally responsive practices and components that reflect the philosophical foundations of middle level education. (NMSA Standard 2.4)  
(Comments):   |
|   |   |
|   | • Monitors students’ understanding of content through a variety of means, provides feedback, and adjusts instructional activities in order to meet the needs of all students. (T-PAE Professionalism)  
• Uses current knowledge and standards from multiple subject areas in planning, integrating, and implementing curriculum. (NMSA Standard 3.2)  
• Views all areas of knowledge as important. (NMSA Disposition 3.2)  
(Comments):   |
|   |   |
|   | • Incorporates the ideas, interests, and experiences of all young adolescents in curriculum. (NMSA Standard 3.3)  
• Teach curriculum in ways that encourage all young adolescents to observe, question, and interpret knowledge and ideas from diverse perspectives. (NMSA Standard 3.5)  
(Comments):   |
|   |   |
|   | • Uses multiple assessment strategies that effectively measure student mastery of the curriculum. (NMSA Standard 3.8)  
• Realizes the importance of connecting curriculum and assessment to the needs, interests, and experiences of all young adolescents. (NMSA Disposition 3.4)  
• Values the importance of ongoing curriculum assessment and revision. (NMSA Disposition 3.3)  
(Comments):   |
|   |   |
|   | • Uses a variety of teaching/learning strategies and resources that motivate young adolescents to learn. (NNSA 5.1)  
• Creates learning experiences that encourage exploration and problem solving so all young adolescents can be actively engaged in learning. (NMSA Disposition 5.2)  
• Appreciates the importance of teaching strategies that are current and supported by research and successful practices. (NMSA Disposition 5.7)  
• Is committed to implementing an integrated curriculum that accommodates and supports the learning of all young adolescents. (NMSA Disposition 3.5)  
(Comments):   |
|   |   |
|   | • Plans effective instruction individually and with colleagues. (NMSA 5.3)  
• Realizes the importance of basing instruction on assessment results. (NMSA Disposition 5.6)  
(Comments):   |
**Section I**

**Points:**

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Comments:</strong></td>
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</table>

**II. Diversity. (Aligned with NMSA Standards and Dispositions)**

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<tr>
<th>1</th>
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<th>4</th>
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</thead>
<tbody>
<tr>
<td><strong>Teacher Candidate shows respect for diverse talents of all learners and is committed to helping them develop self-confidence and competence.</strong> (T-PAE Diversities)</td>
<td>(Comments):</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Is positive and enthusiastic about all young adolescents.</strong> (NMSA Disposition 1.1)</td>
<td>(Comments):</td>
<td></td>
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</tr>
<tr>
<td><strong>Demonstrates a multicultural perspective in selecting materials, teaching methods, and appropriate technology.</strong> (T-PAE Diversities)</td>
<td>(Comments):</td>
<td></td>
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</tr>
<tr>
<td><strong>Believes that diversity among all young adolescents is an asset.</strong> (NMSA Disposition 1.6)</td>
<td>(Comments):</td>
<td></td>
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</tr>
<tr>
<td><strong>Uses appropriate services or resources to meet exceptional learning needs.</strong> (T-PAE Diversities)</td>
<td>(Comments):</td>
<td></td>
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</tr>
<tr>
<td><strong>Holds high, realistic expectations for the learning and behavior of all young adolescents.</strong> (NMSA Disposition 1.3)</td>
<td>(Comments):</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Establishes and maintains an environment of respect and rapport with all students.</strong> (T-PAE Diversities)</td>
<td>(Comments):</td>
<td></td>
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</tr>
<tr>
<td><strong>Establishes close, mutually respectful relationships with all young adolescents that support their intellectual, ethical, and social growth.</strong> (NMSA 1.1)</td>
<td>(Comments):</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Attempts to provide success for all students through the use of technology and by monitoring and adjusting plans, assignments, and classroom activities to fit learning styles and needs.</strong></td>
<td>(Comments):</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Respects and appreciates the range of individual developmental differences of all young adolescents.</strong> (NMSA 1.2)</td>
<td>(Comments):</td>
<td></td>
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</tr>
<tr>
<td><strong>Believes that his/her role includes helping all young adolescents develop to their full potential.</strong> (NMSA Disposition 1.7)</td>
<td>(Comments):</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Encourages students to develop and have confidence in their own ability to think independently, creatively, or critically.</strong> (T-PAE Diversities)</td>
<td>(Comments):</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Creates positive, productive learning environments where developmental differences are respected and supported and individual potential is encouraged.</strong> (NMSA 1.3)</td>
<td>(Comments):</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Respects and appreciates the range of individual developmental differences of all young adolescents.</strong> (NMSA 1.2)</td>
<td>(Comments):</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Believes that all young adolescents can learn and accepts responsibility to help them do so.</strong> (NMSA Disposition 1.4)</td>
<td>(Comments):</td>
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</tr>
</tbody>
</table>
Encourages students to participate in the activities of class and respects their contributions. (T-PAE Diversities)
Believes that all young adolescents can learn and accepts responsibility to help them do so. (NMSA Disposition 1.4)
(Comments):

Respects students as individuals with differing personal and family backgrounds and various skills, talents, and interests.
Respects all young adolescents and their families. (NMSA Disposition 6.1)
(Comments):

Establishes respectful and productive relationships with family and community members that maximize student learning and well being. (NMSA 6.1)
Respects all young adolescents and their families. (NMSA Disposition 6.1)
Realizes the importance of privacy and confidentiality of information when working with family members. (NMSA Disposition 6.3)
(Comments):

Identifies and uses community resources to foster student learning. (NMSA 6.4)
Realizes and values the importance of communicating effectively with family and community members. (NMSA Disposition 6.7)
Accepts the responsibility of working with family and community members to increase student welfare and learning. (NMSA Disposition 6.8)
(Comments):

Participates in activities designed to enhance educational experiences and transcend the school campus. (NMSA 6.5)
Values the variety of resources available in the communities. (NMSA Disposition 6.3)
Accepts the responsibility of working with family and community members.
(Comments):

Encourages all young adolescents to participate in community activities and services that contribute to their welfare and learning (e.g., service-learning, health services, after-school programs). (NMSA 6.6)
(Comments):

Demonstrates the ability to participate in parent conferences. (NMSA 6.7)
Values and appreciates all young adolescents regardless of family circumstances, community environment, health, and/or economic conditions. (NMSA Disposition 6.5)
(Comments):

Section II
Points:

COMMENTS:

III. Professionalism. (Aligned With NMSA Standards and Dispositions)

Teacher Candidate is prepared with several possible actions, and conveys a sense of commitment to use of alternatives, persisting in the search for an effective approach so every student feels he/she can meet the learning goals. T-PAE Professionalism)
Believes that their professional responsibilities extend beyond the classroom and school (e.g., advisory committees, part-teacher organizations) (NMSA Disposition 7.3)
(Comments):

Uses technology to assess student performance and analyze effectiveness of teaching. (T-PAE Professionalism)
Engages in and supports ongoing professional practices for self and colleagues (e.g., attends professional development activities and conferences, participates in professional organizations. (NMSA 7.4)
(Comments):
### Section III

<table>
<thead>
<tr>
<th>Points</th>
<th>COMMENTS:</th>
</tr>
</thead>
</table>

#### IV. Knowledge of Community and Global Issues: *Utilization of External Resources; Quality of Life Awareness; Community Systems Analysis Skills*

- Teacher Candidate provides learning experiences that incorporates the socio-economic perspectives of diverse groups within the school’s community as well as that of the greater community. (T-PAE Community and Global Issues)
- Acts as advocate for all young adolescents in the school community (NMSA 6.2)
- Values and appreciate all young adolescents regardless of family circumstances, community environment, health, and/or economic conditions. (Comments):

  | Teacher candidate plans student learning activities that foster a sense of self-worth and self-identity. (T-PAE Community and Global Issues) |
  | Values the enrichment of learning that comes from the diverse backgrounds, values, skills, talents and interests of all young adolescents and their families. (NMSA Disposition 6.6) |
• Teacher candidate provides for a classroom setting and designs lessons that demonstrate knowledge of how to access community resources to assist youth and families. (T-PAE Community and Global Issues)
• Is committed to helping family members become aware of how and where to receive assistance when need. (NMSA Disposition 6.4)

(Comments):____________________________________________________________________

• Teacher candidate equips students with lifelong learning skills by showing them how to assess for and provide for community needs through service learning projects. (T-PAE Community and Global Issues)
• Encourage all young adolescents to participate in community activities and services that contribute to their welfare and learning (e.g., service-learning, health services, after-school programs).

Section IV
Points: |
| COMMENTS: |

Candidate’s Signature: __________________________________________

DATE

University Supervisor’s Signature: __________________________________________

DATE

Cooperating Teacher’s Signature: ____________________________________________

UNIVERSITY OF ARKANSAS AT PINE BLUFF
SCHOOL OF EDUCATION
Evaluation of Secondary Teacher Candidate (Professional Semester Rubric)
This rubric is used to assess the knowledge, skills, and dispositions of teacher candidates as Promoters of Academic Excellence. The descriptors in each category, derived from the conceptual framework, form the basis for the evaluation. Please total each section, add a section comment, and total those points and record in the space below. Use the following scale for your evaluation: Health & Physical Education Social Studies, Sciences, and Business Technology.

**Scale**: 4-Strong-highly competent  3-Satisfactory-acceptable  2-Weak-needs improvement  1-Poor/Unacceptable

**Points**:
- 4=113-126 points
- 3=100-112 points
- 2=88-99 points
- 1=87 or less points

Teacher Candidate: ____________________ Candidate ID#: ____________________ Subject: ________________

Grade: ______ Arrival Time: _____ Departure Time: _____

Date: ______________ Coordinating Teacher: _____________________________

Name of School: _____________________ City: _____________________ State: ______

**Evaluation**:

Section I ___ Section II ___ Section III ___ Section IV ___ Total Points ____ Rating ____

I. **Professionalism**: *Instructional Skills & Technology; Classroom Organization & Management; and Assessment Skills*
- Organizes instruction and activities based upon differences among learners.
  (Comments)

- Articulates clear learning goals for the lesson that are developmentally appropriate.
  (Comments):

- Reflects on the extent to which the learning goals were met in today's lesson.
  (Comments):

- Creates or selects appropriate teaching methods, learning activities, technology, instructional materials and other resources that are aligned with the goals of the lesson.
  Teaching Methods:  
  Learning Activities:  
  Technology/Instructional Materials:  
  (Comments):

- Uses technology as a tool for instruction and assessment of student performance that meets individual and group needs and analyzes effectiveness of teaching.
  (Comments):

- Provides learning experiences that encourage critical thinking, problem solving, informed decision making, and creativity.
  (Comments):

- Creates a climate that provides opportunities for student-student interactions as well as teacher-student interactions.
  (Comments):

- Creates and maintains classroom environment conducive to learning, including standards of classroom behavior.
  (Comments):

- Moves around the room when teaching-strategic positioning.
  (Comments):

- Makes smooth transition from one activity to another activity.
  (Comments):

- Has attention of class before beginning lesson and has eye contact with students throughout the lesson-(aware of total situation).
  (Comments):

- Monitors students' understanding of content through a variety of means, provides feedback, and adjusts instructional activities in order to meet the needs of all students.
  (Comments):

<table>
<thead>
<tr>
<th>Section I Points:</th>
<th>COMMENTS:</th>
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II. Diversity: *Human Relations Skills; Respect for Human Dignity; and Appreciation for Cultural Diversity.*
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</table>
| • Teacher Candidate shows respect for diverse talents of all learners and is committed to helping them develop self-confidence and competence.  
  (Comments): |   |   |   |   |
| • Demonstrates a multicultural perspective in selecting materials, teaching methods, and appropriate technology.  
  (Comments): |   |   |   |   |
| • Uses appropriate services or resources to meet exceptional learning needs.  
  (Comments): |   |   |   |   |
| • Establishes and maintains an environment of respect and rapport with all students.  
  (Comments): |   |   |   |   |
| • Attempts to provide success for all students through the use of technology and by monitoring and adjusting plans, assignments, and classroom activities to fit learning styles and needs.  
  (Comments): |   |   |   |   |
| • Encourages students to develop and have confidence in their own ability to think independently, creatively, or critically.  
  (Comments): |   |   |   |   |
| • Encourages students to participate in the activities of class and respects their contributions.  
  (Comments): |   |   |   |   |
| • Respects students as individuals with differing personal and family backgrounds and various skills, talents, and interests.  
  (Comments): |   |   |   |   |

**Section II**

**COMMENTS:**

### III. Professionalism: *Teacher Expectations; Research; Commitment to Teaching; and Ethics and Ethical Conduct.*

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</table>
| • Teacher Candidate is prepared with several possible actions, and conveys a sense of commitment to use of alternatives, persisting in the search for an effective approach so every student feels he/she can meet the learning goals.  
  (Comments): |   |   |   |   |
| • Uses technology to assess student performance and analyze effectiveness of teaching.  
  (Comments): |   |   |   |   |
| • Communicates effectively both written and orally (show and tell how students are expected to participate in learning activities).  
  (Comments): |   |   |   |   |
| • Builds and maintains professional relationships with cooperating teacher to share teaching insights and to coordinate learning activities for students.  
  (Comments): |   |   |   |   |
| • Utilizes a variety of technology and instructional materials including external resources, in subject delivery and understands the value in presenting the subject.  
  (Comments): |   |   |   |   |
| • Maintains an appropriate level of professional ethics in terms of personal conduct, academic integrity, emotional maturity and professionalism (follows school policies, dress appropriately and conducts oneself in a professional manner).  
  (Comments): |   |   |   |   |
### Section III

**COMMENTS:**

- Uses assessment data for improving instruction and learning.
  
  (Comments):

- Shows persistence and promptness in completion of tasks.
  
  (Comments):

- The Teacher values professionalism.
  
  (Comments):

### IV. Community and Global Issues: **Utilization of External Resources; Quality of Life Awareness; Community Systems Analysis Skills.**

<table>
<thead>
<tr>
<th>1</th>
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</table>

- Teacher Candidate provides learning experiences that incorporate the socio-economic perspectives of diverse groups within the school’s community as well as that of the greater community.
  
  (Comments):

- Teacher candidate plans student learning activities that foster a sense of self-worth and self-identity.
  
  (Comments):

- Teacher candidate provides for a classroom setting and designs lessons that demonstrate knowledge of how to access community resources to assist youth and families.
  
  (Comments):

- Teacher candidate equips students with lifelong learning skills by showing them how to assess for and provide for community needs through service learning projects.
  
  (Comments):

**Section IV Points:**

**COMMENTS:**

- Candidate’s Signature: ___________________________ Date: __________
- University Supervisor’s Signature: ___________________________ Date: __________
- Cooperating Teacher’s Signature: ___________________________ Date: __________

**UNIVERSITY OF ARKANSAS AT PINE BLUFF**

**SCHOOL OF EDUCATION**

**Evaluation of Secondary English Education Candidate**
Professional Semester Rubric

This rubric is used to assess knowledge, skills, and dispositions of English Language Arts candidates as Promoters of Academic Excellence. The descriptors for each category are derived from the School of education Conceptual Framework. NCTE Standards form the basis for the evaluation.

Candidate Name: ___________________________  ID#: ______________________
Date: ___________________________  Cooperating Teacher: ______________________
School: ______________________  City: ______________________  State: ______
Arrival Time: ________________  Departure Time: ________________

Scale:
4 points = strong/highly competent  3 points = satisfactory/acceptable
2 points = weak/needs improvement  1 point = poor/unacceptable

<table>
<thead>
<tr>
<th>Knowledge of Content</th>
<th>poor/unacceptable (1 point)</th>
<th>weak/needs improvement (2 points)</th>
<th>satisfactory/acceptable (3 points)</th>
<th>strong/highly competent (4 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate demonstrates knowledge of, and skills in the use of, the English language (NCTE 3.1)</td>
<td></td>
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<tr>
<td>Candidate demonstrates knowledge of the practices of oral, visual and written literacy (NCTE 3.2)</td>
<td></td>
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<tr>
<td>Candidate demonstrates knowledge of reading processes (NCTE 3.3)</td>
<td></td>
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</tr>
<tr>
<td>Candidate uses a wide range of approaches for helping students to draw upon their past experiences, sociocultural backgrounds, interests, capabilities, and understandings to make meaning of texts (NCTE 3.3.2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Candidate demonstrates knowledge of different composing processes (NCTE 3.4)</td>
<td></td>
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<tr>
<td>Candidate demonstrates knowledge of and uses for, an extensive range of literature (NCTE 3.5)</td>
<td></td>
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<tr>
<td>Candidate demonstrates knowledge of the range and influence of print and nonprint media and technology in contemporary culture (NCTE 3.6)</td>
<td></td>
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</tbody>
</table>

Total Points

Professionalism

76
<table>
<thead>
<tr>
<th>Diversities</th>
<th>poor/unacceptable (1 point)</th>
<th>weak/needs improvement (2 points)</th>
<th>satisfactory/acceptable (3 points)</th>
<th>strong/highly competent (4 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate uses ELA extensively and creatively to help students become more familiar with their own and others’ cultures (NCTE 2.2)</td>
<td></td>
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</tr>
<tr>
<td>Candidate understands the purposes and characteristics of different kinds of curricula and related teaching resources and selects or creates instructional materials that are consistent with what is currently known about student learning in ELA (NCTE 4.1)</td>
<td></td>
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<tr>
<td>Candidate creates literate classroom communities by presenting varied structures and techniques for group interactions by employing effective classroom management strategies and by providing students with opportunities for feedback and reflection (NCTE 4.2)</td>
<td></td>
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<tr>
<td>Candidate integrates throughout the ELA curriculum learning opportunities in which students demonstrate their abilities to use language for a variety of purposes in communication (NCTE 4.7)</td>
<td></td>
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<tr>
<td>Candidate engages students in discovering their personal response to texts and ways to connect such response to other larger meanings and critical stances (NCTE 4.8)</td>
<td></td>
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<tr>
<td><strong>Total Points</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Diversities</th>
<th>poor/unacceptable (1 point)</th>
<th>weak/needs improvement (2 points)</th>
<th>satisfactory/acceptable (3 points)</th>
<th>strong/highly competent (4 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate creates and sustains an inclusive and supportive learning environment in which all students can engage in learning (NCTE 2.1)</td>
<td></td>
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<tr>
<td>Candidate plans and carries out frequent and extended learning experiences that integrate arts and humanities into the daily learning of their students (NCTE 2.6)</td>
<td></td>
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</tr>
<tr>
<td>Candidate creates opportunities for students to analyze how social context affects language and to monitor their own language use and behavior in terms of demonstrating respect for individual differences of ethnicity, race, language, culture, gender, and ability (NCTE 4.4)</td>
<td></td>
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</tbody>
</table>
Candidate helps students to participate in dialogue within a community of learners by making explicit for all student the speech and related behaviors appropriate for conversing about ideas presented through oral, written, and/or visual forms (NCTE 4.5)

<table>
<thead>
<tr>
<th>Total Points</th>
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<table>
<thead>
<tr>
<th>Community and Global Issues</th>
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</thead>
<tbody>
<tr>
<td>weak/unacceptable (1 point)</td>
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<tr>
<td>Candidate makes meaningful and creative connections between the ELA curriculum and developments in culture, society and education (NCTE 2.5)</td>
</tr>
</tbody>
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<table>
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<th>Total Points</th>
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<table>
<thead>
<tr>
<th>Professionalism</th>
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<tbody>
<tr>
<td>weak/unacceptable (1 point)</td>
</tr>
<tr>
<td>Candidate uses the results of reflective practice not only to adapt instructions and behavior to assist all students to learn but also to design a well-conceived plan for professional development that features collaboration with the academic community, professional organizations and others (NCTE 2.3)</td>
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<th>Total Points</th>
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<table>
<thead>
<tr>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>weak/unacceptable (1 point)</td>
</tr>
<tr>
<td>Candidate designs and implements instruction and assessment that assist students in developing habits of critical thinking (NCTE 2.4)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Points</th>
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</table>
Candidate integrates assessment consistently into instruction by:
  a. establishing criteria and developing strategies for assessment that allow all students to understand what they know and can do in light of their instructional experiences
  b. interpreting the individual and group results of any assessments and drawing upon a variety of information in these assessments to inform instruction
  c. assisting all students in becoming monitors of their own work and growth in speaking, listening, writing, reading, enacting, and viewing; and
  d. explaining to students, parents, and others concerned with education how students are assessed (NCTE 4.10)

<table>
<thead>
<tr>
<th>Total Points</th>
<th>Technology</th>
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<tbody>
<tr>
<td></td>
<td>weak/unacceptable (1 point)</td>
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</table>

Candidate helps students compose and respond to film, video, graphic, photographic, audio, and multimedia texts and use current technology to enhance their own learning and reflection on their learning (NCTE 3.6.3)

<table>
<thead>
<tr>
<th>Total Points</th>
<th>Technology</th>
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<tbody>
<tr>
<td></td>
<td>weak/unacceptable (1 point)</td>
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</tbody>
</table>

**TOTAL POINTS EARNED:** ______

Candidate’s Signature: ___________________________ Date: ______________

University Supervisor’s Signature: ___________________________ Date ______________

Cooperating Teacher’s Signature: ___________________________ Date: ______________
APPENDIX F

Final Evaluation Forms for Student Teacher by Cooperating Teacher
**UNIVERSITY OF ARKANSAS AT PINE BLUFF**  
**SCHOOL OF EDUCATION**

**Final Evaluation for Student Teaching**

<table>
<thead>
<tr>
<th>Student Teacher</th>
<th>Last</th>
<th>First</th>
<th>Middle</th>
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</table>

<table>
<thead>
<tr>
<th>Cooperating School</th>
<th>Location</th>
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</table>

<table>
<thead>
<tr>
<th>Cooperating Teacher</th>
<th>University Supervisor</th>
</tr>
</thead>
</table>

- [ ] 4-8 Math & Science  
- [ ] P-4 Early Childhood Education

- [ ] 4-8 Language Arts & Social Studies  
- [ ] English (7-12)

- [ ] Mathematics (7-12)  
- [ ] Music (K-12)

- [ ] Human Science (7-12)  
- [ ] Social Studies (7-12)

- [ ] Physical Education (7-12)  
- [ ] Biology Education (7-12)

- [ ] Art Education (7-12)  
- [ ] Vocational Education (7-12)

**TOTAL POINTS:** _________  
**FINAL GRADE:** _________

I do [ ], do not [ ], consent to the release of my EVALUATION FORM FOR STUDENT TEACHING, to any prospective employer or graduate school at the request of the employer, graduate school or by the Office of Career Planning and Placement.

This evaluation reflects the teacher candidate’s performance during the professional semester’s field experiences. The teacher candidate shall sign in the allotted space indicating he/she has read the evaluation.

<table>
<thead>
<tr>
<th>Student Teacher</th>
<th>Date</th>
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</table>

**Directions:**
Comments, explanations and/or examples to support your rating are to be written in the summary statement provided on the back page. Please use the following scale when completing this form:

- 4=Strong/Highly Competent  
- 2=Weak/Needs Improvement

- 3=Satisfactory/Acceptable  
- 1=Poor/Unacceptable
1. **PERSONAL QUALITIES**

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<tr>
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<tbody>
<tr>
<td>A. Appearance (grooming): Appropriate attire for the professional semester and school</td>
<td>4</td>
<td>3</td>
<td>2</td>
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<tr>
<td>B. Composure (poise, confidence, ability to handle difficult situations, sense of humor)</td>
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<td>C. Displays self-control</td>
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<td>D. Assumes Responsibility</td>
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<tr>
<td>1. Punctuality</td>
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<tr>
<td>2. Care of Materials</td>
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<tr>
<td>3. Attendance</td>
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<tr>
<td>4. Initiative</td>
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<tr>
<td>5. Dependable &amp; Cooperative</td>
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<tr>
<td>6. Accepts non-instructional duties</td>
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<tr>
<td>E. Professional Improvement</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>1. Participates in professional development</td>
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<td></td>
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<tr>
<td>2. Accepts constructive criticism well</td>
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<td></td>
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<tr>
<td>3. Ability to identify own strengths and weaknesses</td>
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<tr>
<td>4. Is a member of professional organizations</td>
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2. **CLASSROOM MANAGEMENT**

<p>| | | | |</p>
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<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>A. Organizes activities based upon differences among learners</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>B. Makes smooth transition from one activity to another activity</td>
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<tr>
<td>C. Ability to arrange the physical environment for comfort and Efficiency</td>
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<tr>
<td>D. Creates and maintains classrooms environment, conducive to Learning</td>
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<tr>
<td>E. Manages student behavior</td>
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<tr>
<td>F. Establishes a classroom climate where the basic dignity of student is supported</td>
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<tr>
<td>G. Is aware of and provides for individual differences</td>
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3. **MATERIALS AND MEDIA**

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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>A. Selects and uses appropriate instructional media/technology as needed</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>B. Utilizes a variety of instructional materials including external resources in subject delivery</td>
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<tr>
<td>C. Adapts instructional materials for special needs</td>
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<tr>
<td>D. Selects and operates a variety of educational equipment</td>
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<tr>
<td>E. Selects learning activities, teaching methods, resources, materials and evaluation techniques in relation to stated student behavior objectives</td>
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</tbody>
</table>
4. **Diversities**

<table>
<thead>
<tr>
<th>Category</th>
<th>4</th>
<th>3</th>
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</thead>
<tbody>
<tr>
<td><strong>Communicating with parents:</strong></td>
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</tr>
<tr>
<td>A. Presents student performance information accurately</td>
<td></td>
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<tr>
<td>B. Relates well to people, respects them and gains their respect</td>
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<tr>
<td><strong>Communicating with school personnel:</strong></td>
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<tr>
<td>A. Establishes and maintains cooperation with school personnel</td>
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<tr>
<td>B. Cooperates in professional relationships</td>
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<tr>
<td>C. Attempts to provide success in some areas for every student</td>
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<tr>
<td>D. Ask questions on various cognitive levels and response levels</td>
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<tr>
<td>E. Anticipates student difficulty; corrects mistakes in constructive way</td>
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<tr>
<td>F. Praises and encourages students for doing good work</td>
<td></td>
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<tr>
<td><strong>Language Facility:</strong></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>A. Diction (enunciation)</td>
<td></td>
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<tr>
<td>B. Spelling</td>
<td></td>
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<tr>
<td>C. Grammar</td>
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<tr>
<td>D. Handwriting</td>
<td></td>
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<tr>
<td>E. Oral Expression</td>
<td></td>
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<tr>
<td>F. Listening</td>
<td></td>
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</tbody>
</table>

5. **ASSESSMENT**

<table>
<thead>
<tr>
<th>Category</th>
<th>4</th>
<th>3</th>
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</thead>
<tbody>
<tr>
<td>A. Utilizes systematic ways to evaluate progress of students</td>
<td></td>
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<tr>
<td>B. Suggests to students ways which they can improve their achievement</td>
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</tbody>
</table>

6. **PREPARATION FOR INSTRUCTION**

<table>
<thead>
<tr>
<th>Category</th>
<th>4</th>
<th>3</th>
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</thead>
<tbody>
<tr>
<td>A. Plans with stated objectives in advance: lesson plans presented to Cooperating Teacher in advance</td>
<td></td>
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<tr>
<td>B. Conveys instructional expectation</td>
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<tr>
<td>C. Utilizes instructional aids</td>
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<tr>
<td>D. Lesson plans demonstrate an awareness of differences among learners</td>
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<tr>
<td>E. Children’s interests reflected (involves students in planning)</td>
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<tr>
<td>F. Pupil’s level of achievement is reflected in planning</td>
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<tr>
<td>G. Demonstrate a multi-cultural perspective in selecting materials and teaching strategies</td>
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</table>
### PRESENTATION OF INSTRUCTION

<table>
<thead>
<tr>
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<th>4</th>
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</thead>
<tbody>
<tr>
<td>A.</td>
<td>Displays knowledge of the essential subject matter</td>
<td></td>
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<tr>
<td>B.</td>
<td>Plans effective lessons units and courses of study</td>
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<tr>
<td>C.</td>
<td>Provides opportunities for student-to-student interaction as well as teacher-student interaction</td>
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<tr>
<td>D.</td>
<td>Works effectively with varying size groups</td>
<td></td>
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<tr>
<td>E.</td>
<td>Is motivated to begin teaching, communicates with pupils at their level of understanding</td>
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<tr>
<td>F.</td>
<td>Has attention of class before beginning lesson</td>
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<tr>
<td>G.</td>
<td>Accomplishes stated objectives for lesson</td>
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<tr>
<td>H.</td>
<td>Follows lesson line from Set to Closure</td>
<td></td>
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</tr>
<tr>
<td>I.</td>
<td>Varies instructional strategies</td>
<td></td>
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<tr>
<td>J.</td>
<td>Has eye contact with student-aware of total situation</td>
<td></td>
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<tr>
<td>K.</td>
<td>Moves around the room when teaching</td>
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### SUMMARY STATEMENT OF COOPERATING TEACHER

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________________________________________________________________________

NUMBER OF ABSENCES: __________

Cooperating Signature: ___________________________ Date: ________________

Student Teacher Signature: ___________________________ Date: ________________
STUDENT TEACHING REPORT
PLACEMENT FILE

Teacher Candidate: ________________________ Candidate #: ______________
School: ________________________ Semester: ________________________

Directions: Please check the appropriate evaluation for each item.

Rubric: 4=Strong/highly competent  2=Weak/needs improvement
         3=Satisfactory/acceptable  1=Poor/Unacceptable

<table>
<thead>
<tr>
<th>I. PERSONAL QUALITIES</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Appearance and dress</td>
<td></td>
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</tr>
<tr>
<td>B. Interesting and pleasant voice</td>
<td></td>
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<tr>
<td>C. Personal Health</td>
<td></td>
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<tr>
<td>D. Behavior worthy of student emulation</td>
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<tr>
<td>E. Punctuality</td>
<td></td>
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<tr>
<td>F. Enthusiasm</td>
<td></td>
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<tr>
<td>G. Emotional stability</td>
<td></td>
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<tr>
<td>H. Mental alertness</td>
<td></td>
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<tr>
<td>I. Responsibility</td>
<td></td>
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<tr>
<td>J. Diplomacy</td>
<td></td>
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<tr>
<td>K. Industry</td>
<td></td>
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<tr>
<td>L. Self-confidence</td>
<td></td>
<td></td>
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<tr>
<td>M. Sense of humor</td>
<td></td>
<td></td>
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<tr>
<td>N. Communication skills</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>III. INSTRUCTIONAL QUALITIES</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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</thead>
<tbody>
<tr>
<td>A. Plans lessons well</td>
<td></td>
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<td></td>
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<tr>
<td>B. Accounts for individual differences</td>
<td></td>
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<tr>
<td>C. Possesses academic competency</td>
<td></td>
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<tr>
<td>D. Adapts subject matter to grade level</td>
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<tr>
<td>E. Uses a variety of teaching techniques</td>
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<tr>
<td>F. Uses a variety of teaching materials</td>
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<tr>
<td>G. Motivates students</td>
<td></td>
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<tr>
<td>H. Assigns homework</td>
<td></td>
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<tr>
<td>I. Provides for creative work</td>
<td></td>
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<tr>
<td>J. Secures balance between pupil and teacher participation</td>
<td></td>
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<tr>
<td>K. Tries to maintain satisfactory classroom environments</td>
<td></td>
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</tr>
<tr>
<td>L. Collects pertinent information about students</td>
<td></td>
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</tbody>
</table>
M. Uses information collected about students
N. Evaluates outcomes

<table>
<thead>
<tr>
<th>II. RELATIONS WITH CHILDREN</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Friendliness</td>
<td></td>
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</tr>
<tr>
<td>B. Impartiality/Fairness</td>
<td></td>
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</tr>
<tr>
<td>C. Classroom Management</td>
<td></td>
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</tr>
<tr>
<td>D. Understanding of Children</td>
<td></td>
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</tbody>
</table>

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<thead>
<tr>
<th>IV. RELATIONS WITH CHILDREN</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Cooperates well</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>B. Accepts criticism graciously</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>C. Exhibits professional ethics</td>
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<tr>
<td>D. Works toward self-improvement</td>
<td></td>
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<tr>
<td>E. Understands &amp; uses educational objectives</td>
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</table>

<table>
<thead>
<tr>
<th>V. RELATIONS WITH CHILDREN</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Utilizes community resources</td>
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</tr>
<tr>
<td>B. Understands community resources</td>
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<tr>
<td>C. Co-operates with parents &amp; guardians</td>
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<tr>
<td>D. Participates in community activities</td>
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<tr>
<td>E. Co-operates in community and school activities, P.T.A., Open House, etc.</td>
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</tbody>
</table>

Cooperating Teacher’s Signature

Date

Teacher Candidate’s Signature

Date
APPENDIX G

Professional Semester Portfolio Requirements
Professional Semester Portfolio Requirements

Portfolio Requirements

The student teacher is required to maintain a portfolio of the professional semester experience. The student teacher should add to the portfolio continually during the semester. The portfolio should be organized to reflect the major components of the School of Education Conceptual Framework and the Arkansas Licensure Standards for Beginning Teachers. The portfolio should demonstrate the student teacher’s knowledge, skills and dispositions over time. It will reflect what the candidate can do as a result of Level I, II, and III field experiences and course assignments from entry into the School of Education through the professional semester.

The portfolio must include these specific items:

- school of Education Conceptual Framework Standards
- a matrix of how each artifact relates to the standards
- rationale for each artifact (to keep the collection from growing haphazardly)
- required artifacts from education courses
- a resume
- an autobiographical sketch
- a statement of the candidate's educational philosophy;
- work samples chosen by the student teacher
  - lesson plan
  - thematic units
  - learning activities
  - examples of student work
  - test, handouts, and worksheets used with lessons
  - evidence of appropriate use of technology
- instructor feedback
- written evaluations conducted by the cooperating teacher and the university supervisor;
- visual documentation of teaching episodes (video tape or still photographs);
- the assessment rubrics from the Admissions, Retention and Exit Committee
- reflective statement of each artifact that include the student teacher’s self-reflection pieces (for each artifact and for the overall portfolio)
Format of the Portfolio

Candidates should use the School of Education Conceptual Framework as a guide for organizing the portfolio (see page 3). The portfolio process is ongoing. Beginning with EDUC 1300 and ending with student teaching during the professional semester. Student teachers who were enrolled before Fall Semester 2005 will use a CD or DVD to accumulate portfolio documents. Rooms 114 and 115 in Dawson-Hicks Hall are equipped to assist student teachers with technological needs. Students who were enrolled in EDUC 2309 Instructional Media and Technology from Spring Semester 2004 to Fall Semester 2005 will continue to use the Live Text program.

Digital/Web-Based Portfolio

Digital/Web-Based portfolio will be organized around the seven areas of the School of Education Conceptual Framework which include:

- Knowledge of Content
- Professionalism
- Diversities
- Knowledge of Community and Global Issues
- Assessment
- Technology

The Portfolio will include artifacts in many formats (audio, video, graphics, and text). The student teachers will use hyperlinks to organize the material which connects artifacts to the appropriate standards.

Assessment of Portfolios
The portfolio will be evaluated as follows:

**Acceptable**: The portfolio meets all requirements and is of appropriate quality.

**Unacceptable**: The portfolio does not meet all requirements and is not of appropriate quality.

A portfolio is unacceptable when:
- rational statements are missing
- reflective statements are missing
- the portfolio is not aligned with state standards
- the portfolio is not aligned with the conceptual framework(s)
- the minimum number of entries is not evident
- incorrect grammar is evident throughout the portfolio
- the portfolio lacks organization
- the portfolio lacks a professional appearance

Student teacher will be able to resubmit an unacceptable portfolio within two weeks of the presentation. Reviewers will specify how student teacher can remove an unacceptable rating. If a revised portfolio is not submitted within the two weeks time period, the student teacher must resubmit the following semester.
<table>
<thead>
<tr>
<th>Portfolio Scoring Guide</th>
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</thead>
<tbody>
<tr>
<td><strong>Knowledge of content</strong></td>
</tr>
<tr>
<td>The teacher candidate has not demonstrated understanding of the central concepts, tools of inquiry, and structures of the discipline(s) he or she will be teaching, and cannot create learning experiences that make these aspects of subject matter meaningful for students.</td>
</tr>
<tr>
<td>The teacher candidate has a minimal understanding of the central concepts, tools of inquiry, and structures of the discipline(s) he or she will be teaching, can create learning experiences that make these aspects of subject matter meaningful for students.</td>
</tr>
<tr>
<td>The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she will be teaching, can create learning experiences that make these aspects of subject matter meaningful for students.</td>
</tr>
</tbody>
</table>

| **Diversity** |
| The teacher candidate has not demonstrated the importance of human relations skills, respect for human dignity, and appreciation for culture diversity in the teaching learning process. |
| The teacher candidate has demonstrated minimal understanding the importance of human relations skills, respect for human dignity, and appreciation for culture diversity in the teaching learning process. |
| The teacher candidate has demonstrated evidence of understanding the importance of human relations skills, respect for human dignity, and appreciation for culture diversity in the teaching learning process. |

| **Knowledge of Community and Global Issues** |
| The teacher candidate has not demonstrated understanding of the utilization of external resources, quality of life assessment and community relations in the teaching learning process. |
| The teacher candidate has demonstrated minimal understanding the utilization of external resources, quality of life assessment and community relations in the teaching learning process. |
| The teacher candidate has demonstrated evidence of understanding the utilization of external resources, quality of life assessment and community relations in the teaching learning process. |

| **Professionalism** |
| The teacher candidate has not demonstrated professional growth in research, commitment to teaching, ethics and ethical conducts, and teacher expectations in the teaching learning process. |
| The teacher candidate has demonstrated minimal professional growth in research, commitment to teaching, ethics and ethical conducts, and teacher expectations in the teaching learning process. |
| The teacher candidate has demonstrated evidence of professional growth in research, commitment to teaching, ethics and ethical conducts, and teacher expectations in the teaching learning process. |

| **Assessment** |
| The teacher candidate has not demonstrated effective assessment techniques that address varied learning styles, course objectives, and systematic adjustments to meet student needs. |
| The teacher candidate has demonstrated minimal effective assessment techniques that address varied learning styles, course objectives, and systematic adjustments to meet student needs. |
| The teacher candidate has demonstrated effective assessment techniques that address varied learning styles, course objectives, and systematic adjustments to meet student needs. |

| **Technology** |
| The teacher candidate has not demonstrated effective technology uses that incorporate multiple communication tools, including audio-visual aids and computers, to enrich learning opportunities. |
| The teacher candidate has demonstrated minimal effective technology uses that incorporate multiple communication tools, including audio-visual aids and computers, to enrich learning opportunities. |
| The teacher candidate has demonstrated evidence of effective technology uses that incorporate multiple communication tools, including audio-visual aids and computers, to enrich learning opportunities. |

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Guide for Rationale Statements

The portfolio is a meaningful document and all items must be relevant. Therefore, for each artifact or entry a statement for inclusion must be given. This statement will help the reader understand the importance of each item to the student teacher. The artifact’s inclusion in the portfolio should be related and referenced to the Unit’s Conceptual Framework and/or the Arkansas Licensure Standards for Beginning Teachers.

Guide for Reflective Statements

The reflections should include comments on the strengths and weakness of the student teacher’s lesson as related to instructional delivery and P-12 student learning. Specifically, the student teacher should reflect on the extent to which identified learning objectives were met. The student teacher should consider the following:

- Discussion of teaching strategies and methodologies;
- Connection of the learning to Arkansas Standards and Frameworks;
- Proper assessment procedures;
- Student teacher’s learning to INTASC Standards and UAPB Conceptual Framework;
- Technology integration that meets the performance indicators for learning and teaching in the National Educational Technology Standards for students (NETS-S) and the National Educational Technology Standards for teachers (NETS-T);
- Successes of the lesson;
- Areas of Improvements for the lesson; and
- Developmentally Appropriate Practice
APPENDIX H

Report of Absence
School of Education
University of Arkansas at Pine Bluff

Report of Absence from Student Teaching

__________________________
Date

Approval was given for my absence from student teaching on the following date:

__________________________

I was absent because: _____________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

__________________________________________________________

Signature of Student Teacher Date

Signature of Cooperating Teacher Approval Date

Signature of University Supervisor Approval Date

Signature of Coordinator of Field Experiences Approval Date

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For additional information contact
Ms. Willie Mae Nesby, Coordinator of Field Experiences/
Director of Student Teaching
School of Education
Dawson-Hicks Hall, Suite 336-Room 340
Telephone: (870) 575-8742
Email: nesbyw@uapb.edu
The Flagship of the Delta