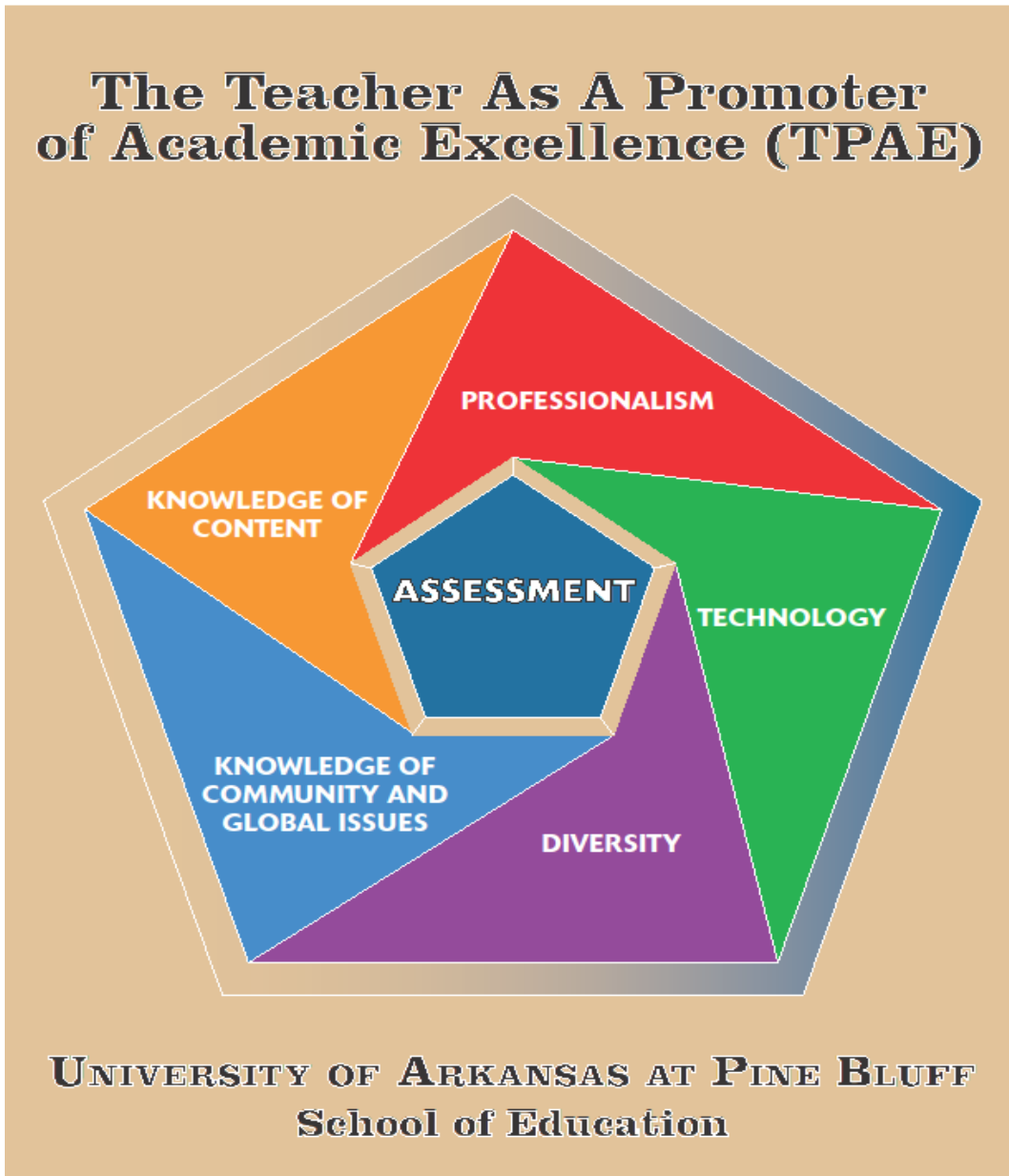


# Clinical and Field-Based Experiences Handbook



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**

**Vice Chancellor for Academic Affairs..... Dr. Mary E. Benjamin**

**Interim Dean of the School of Education..... Dr. Fredda Carroll**

**Department Chairpersons:**

**Curriculum & Instruction..... Dr. Ellen J. Eddings**

**Health, Physical Education & Recreation..... Dr. William Torrence**

**Clinical & Field –Based Experiences Coordinator:**

**Ms. Willie Mae Nesby**

**TABLE OF CONTENTS**

	<b><u>Page</u></b>
INTRODUCTION.....	6
CHAPTER I: Mission and Objectives of the School of Education.....	7
Admission to the School of Education .....	8
Introductory Statement for Assessment .....	9
Unit Assessment System: Transition Point Assessment for Initial Candidates (Undergraduates).....	9
Navigating the School of Education in Ten (10) Steps.....	9
School of Education Assessments at Transition Points (Initial Candidates).....	10
CHAPTER II: Professional Disposition Statement.....	11
The Teacher Education Program and its Relationship to Field-Based and Clinical Experiences.....	12
Code of Ethics for Arkansas Educators .....	14
Child Maltreatment .....	16
The Field Experience Program Supports the Following School of Education Goals.....	17
School of Education Guiding Principles for Field Experiences.....	18
CHAPTER III: Governance, Management, and Responsibility for Field-Based and Clinical Experiences.....	19
Other Responsibilities of the Office of the Coordinator of Field Experiences.....	20
Responsibilities of the University Faculty/Supervisor.....	21
Responsibilities of the Teacher Candidate.....	22
Responsibilities of the Cooperating Teacher.....	23

	<u>Page</u>
CHAPTER IV: Purpose of Field Based and Clinical Experiences .....	24
CHAPTER V: Level I and Level II Field Experiences .....	25
A. Description of each level	
B. Field experience courses for each level	
CHAPTER VI: Descriptions for Level II Field-Based Experiences .....	27
CHAPTER VII: Descriptions for Level III Field-Based Experience (Student Teaching).....	33
Participating School Partners.....	34
CHAPTER VIII: Professional Glossary (www.ncate.org).....	39
APPENDICES: Forms: Clinical and Field-Based Experiences.....	50
A. Professional Education and Procedures for Field experiences.....	51
B. Field Experience Attendance log.....	53
C. Level I - Field Experience Assignment.....	55
D. Level II - Field Experience Assignment.....	56
E. Field Experiences Documentation Form.....	58
F. Directed Teaching: Student Teacher Progress Report.....	59
G. End of Two Week Evaluation.....	61
H. Cooperating Teacher Evaluation of Teacher Candidate.....	62
I. Final Evaluation for Student Teaching.....	63
J. Student Teacher Report Placement File.....	67
K. Cooperating Teacher Survey.....	69
L. Evaluation of Teacher Candidate (Professional Semester Rubric).....	70
M. Lesson Plan Formats .....	95

**(This page is intentionally blank)**

## 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 21<sup>st</sup> 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:

ECE	1201	Foundations & Development of American Education
EDUC	1200	Foundations & Development of American Education
SPED	2300	Survey of Exceptional Children
EDUC	2309	Utilization/Instructional Media
EDUC	2310	Testing Seminar
EDUC	2312	Computers in Education
ELED	2313	Fundamentals of Language and Reading
MLED	3301	Adolescent Development
ECE	3233	Diversity/ young learners
EDUC	3235	Education/Cultural/ Diversity
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:
  - g. General Education requirements
  - h. Professional Education requirements
  - i. Specialization requirements
  - j. Test requirements: All parts of both the PRAXIS I and the PRAXIS II Series
7. All education majors must be formally admitted to the school of Education and the



professional semester (Student Teaching) by the Admission, Retention and Exit Committee.  
**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)**

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

Revised May 28, 2009; June 10, 2009; May 4, 2012

## CHAPTER II

### TEACHER CANDIDATE 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.

# 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:

<b>1</b>	An educator maintains a professional relationship with each student, both in and outside, the classroom.
<b>2</b>	An educator maintains competence regarding skills, knowledge and dispositions relating to his/her organizational position, subject matter, and/or pedagogical practice.
<b>3</b>	An educator honestly fulfills reporting obligations associated with professional practices.
<b>4</b>	An educator entrusted with public funds property honors that trust with honest, responsible stewardship.
<b>5</b>	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.
<b>6</b>	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 disclosure serves a professional purpose or is allowed or required by law.
<b>7</b>	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.

# 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 Phone Numbers:**

Home: \_\_\_\_\_  
 Cell: \_\_\_\_\_  
 Work: \_\_\_\_\_

\_\_\_\_\_  
 Applicant's Name (print or type)

\_\_\_\_\_  
 Social Security Number

\_\_\_\_\_  
 Maiden Name/Aliases

\_\_\_\_\_  
 Full Name and DOB children

\_\_\_\_\_  
 Race                      Age and DOB

\_\_\_\_\_  
 Full Name and DOB children

Present Address:  
 \_\_\_\_\_  
 \_\_\_\_\_

\_\_\_\_\_  
 Full Name and DOB children

From \_\_\_\_\_ to \_\_\_\_\_

Past Address:  
 \_\_\_\_\_  
 \_\_\_\_\_

\_\_\_\_\_  
 Full Name and DOB children

From \_\_\_\_\_ to \_\_\_\_\_

District Contact Person	Phone Number	Fax Number
School Mailing Address	School District	LEA Number

\_\_\_\_\_  
 Applicant's Signature

County of \_\_\_\_\_ State of Arkansas  
 Acknowledges before me this \_\_\_\_\_ day of \_\_\_\_\_ 20 \_\_\_\_\_.

My commission expires: \_\_\_\_\_

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 12<sup>th</sup> 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 3hours): 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 (3<sup>rd</sup>) 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 (3<sup>rd</sup>) 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 (3<sup>rd</sup>) 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/Alzheimer School District**

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

### **Pine Bluff School District**

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

### **Star City Public School District**

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

### **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

### **Lakeside Public School District**

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

### **Sheridan Public School District**

**Dr. Brenda Haynes, Superintendent**  
**Mr. Doug West, Assistant Superintendent**  
**(870) 942-3135 Fax (870) 942-2931**  
400 North Rock Street  
Sheridan, AR 72150

### **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

**Dollarway/Alzheimer School District**

**Martin Elementary (P-5<sup>th</sup> Grade)**

**Mrs. Brenda Barnes, Principal**  
**(870) 766-0011**  
104 Division Street  
Alzheimer, AR 72004

**James Matthews Elementary (P-1<sup>st</sup>)**

**Mrs. Vera Smith, Principal**  
Mrs. Barbara Hardman, Assistant Principal  
**(870) 534-0726**  
4501 Dollarway Road  
Pine Bluff, Arkansas 71602

**Townsend Park Elementary School (2<sup>nd</sup> -5<sup>th</sup>)**

**Dr. Ernestine Roberts, Principal**  
**(870) 575-0709 Fax (870) 575-0712**  
2601 Fluker Street  
Pine Bluff, AR 71601

**Robert Morehead Middle School (6<sup>th</sup> – 8<sup>th</sup>)**

**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 (9<sup>th</sup> -12<sup>th</sup>)**

**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-5<sup>th</sup>)**

**Mrs. Clintontine Fitz, Principal**  
**(870) 543-4368 Fax: (870) 850-4254**  
1800 East 11<sup>th</sup> Street  
Pine Bluff, AR 71601

**Forrest Park PreKindergarten**

**Mrs. Georgia Sanders, Pre-School Principal**  
**(870) 543-4374 Fax: (870) 850-2004**  
1903 West 34<sup>th</sup> 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

**Southwood Elementary School (K-5th)**

**Mr. Alfred Carroll, Principal**  
**(870) 543-4390 Fax: (870) 850-2006**  
4200 Fir 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

**Oak Park Elementary School (K-5th)**

**Mrs. Beverly Jones, Principal**  
**(870) 543-4384 Fax: (870) 850-4252**  
**30<sup>th</sup> & Orange Street**  
**Pine Bluff, AR 71603**

**34<sup>th</sup> Elementary School (K-5th)**

**Mrs. Verneice Lowery, Principal**  
**(870) 543-4392 Fax: (870)-543-4253**  
34<sup>th</sup> & Missouri Street  
Pine Bluff, AR 71603

**Gifted and Talented School (1<sup>st</sup>-6<sup>th</sup>)**

**Mrs. Sheryl Kearney, Principal**  
**(870) 543-4331**  
813 Elm 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

**Southeast Middle School (6<sup>th</sup> -7<sup>th</sup>)**

**Ms. Cheryl Hatley, Principal**  
Mr. Robert McGhee, Assistant Principal  
**(870) 543-4350 Fax: (870) 543-4356**  
2001 Ohio Street  
Pine Bluff, AR 71601

**Jack Robey Junior High (8<sup>th</sup>-9<sup>th</sup>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

**Pine Bluff High School (10<sup>th</sup>-12<sup>th</sup>)**

**Dr. Robert Handley, Principal**  
Mrs. E. Collins Assistant Principal  
Mr. Jeff McKinney, Assistant Principal  
**(870) 543-4300 Fax: (870) 850-4302**  
711 West 11<sup>th</sup> Street, **Pine Bluff, AR 71601**

**Sheridan Public School District**

**Sheridan Elementary School (P-3<sup>rd</sup>)**

**Mr. David Holmes, Principal**  
**(870) 942-3131**  
707 Ridge Drive  
Sheridan, AR 72150

**Sheridan Intermediate School (4<sup>th</sup> -6<sup>th</sup>)**

**Mr. J. Judith, Principal**  
**(870) 942-7488**  
708 Ridge Drive  
Sheridan, AR 72150

**Sheridan Middle High School(7<sup>th</sup> – 8<sup>th</sup>)**

**Mrs. Debbie West, Principal**  
**(870) 942-3813**  
500 North Rock Street  
Sheridan, AR 72150

**Sheridan Senior High School (9<sup>th</sup> -12<sup>th</sup> )**

**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-2<sup>nd</sup>)**

**Mrs. Jennifer Barbaree, Principal**  
**(870) 879-1252 Fax: (870) 879-7202**  
**Cell Phone: (870) 623-8937**  
4100 West 32<sup>nd</sup> Street  
Pine Bluff, AR 71603

**L.L. Owens Elementary (3<sup>rd</sup>-4<sup>th</sup>)**

**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 (5<sup>th</sup>-6<sup>th</sup>)**

**Mrs. Rose Martin, Principal**  
**(870) 879-3697**  
Mrs. Annie Shaw, Assistant Principal  
**(870) 879-1620 or 879-3630**  
**Fax: (870) 879-3151**  
4600 West 13<sup>th</sup> Street, Pine Bluff, AR 71603

**Watson Chapel Junior High (7<sup>th</sup> -9<sup>th</sup>)**

**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 (10<sup>th</sup>-12<sup>th</sup>)**

**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-6<sup>th</sup>)**

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

**Gandy Elementary (K-6<sup>th</sup>)**

**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-6<sup>th</sup>)**

**Mrs. Beverly Overturf, Principal**  
**(501) 397-2450 Fax: (501)397-5037**  
700 Schoolwood Drive  
Redfield, AR 72132

**White Hall Junior High (7<sup>th</sup>-9<sup>t</sup>)**

**Mr. Doug Doris, Principal**  
**Mr. Mark Jelks, Assistant Principal**  
**(870) 247-2711 4879**  
White Hall, AR 71602

**White Hall Senior High (10<sup>th</sup>-12<sup>th</sup>)**

**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](http://www.ncate.org))

# ***APPENDICES***

**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.

**APPENDIX B**

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

**FIELD EXPERIENCE ATTENDANCE LOG**

Page 1 Of 2

School: \_\_\_\_\_

Principal: \_\_\_\_\_

<b>FIELD EXPERIENCE ATTENDANCE LOG</b>						
<b>Name</b>	<b>Date</b>	<b>Class at University</b>	<b>Room# / Teacher Visiting</b>	<b>Arrival Time</b>	<b>Departure Time</b>	<b>Comments</b>

<b><u>FIELD EXPERIENCE ATTENDANCE LOG</u></b>						
<b>Name</b>	<b>Date</b>	<b>Class at University</b>	<b>Room# / Teacher Visiting</b>	<b>Arrival Time</b>	<b>Departure Time</b>	<b>Comments</b>

**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

## APPENDIX D

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

### **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

**APPENDIX E**

**Date:** \_\_\_\_\_

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

\_\_\_\_\_  
\_\_\_\_\_

**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.**

**APPENDIX F**

**Date:** \_\_\_\_\_

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

**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:** \_\_\_\_\_

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

<b>III. Instructional Qualities</b>					
A. Plans Lessons well.					
B. Accounts for individual differences.					
C. Possesses Adequate Academic Background					
D. Developmentally Appropriate Planning					
E. Uses Variety of Teaching Techniques					
<b>Evaluation of Student Teacher's Disposition Toward Teaching by Cooperating Teacher</b>					
	5	4	3	2	1
<b>III. Instructional Qualities Continues</b>					
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					
<b>IV. Professional Relations</b>					
A. Cooperates Well					
B. Accepts Constructive Criticism Well					
C. Exhibits Professional Ethics					
D. Works Toward Self Improvement					
E. Understands and Uses Educational Objectives					
<b>V. Community Relationships</b>					
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:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**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

**APPENDIX H**

Date: \_\_\_\_\_

**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:

4=Strong /Highly Competent      3=Satisfactory/Acceptable      2=Weak/Needs improvement      1= Unacceptable

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

Cooperating Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**APPENDIX I**

Date: \_\_\_\_\_

**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)**

Student Teacher \_\_\_\_\_  
Last First Middle

Cooperating School \_\_\_\_\_ Location \_\_\_\_\_

Cooperating Teacher \_\_\_\_\_ University supervisor \_\_\_\_\_

\_\_\_\_\_ 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

<b>1. PERSONAL QUALITIES</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
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				

<b>2. CLASSROOM MANAGEMENT</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
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 classrooms 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				

<b>3. MATERIALS AND MEDIA</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
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				



<b>4. Diversity</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Communicating with parents:</b>				
A. Presents student performance information accurately				
B. Relates well to people, respects them and gains their respect				
<b>Communicating with school personnel:</b>				
A. Establishes and maintains cooperation with school personnel				
B. Cooperates in professional relationships				
C. Attempts to provide success in some areas for every student				
D. Ask questions on various cognitive levels and response levels				
E. Anticipates student difficulty; corrects mistakes in constructive way				
F. Praises and encourages students for doing good work				
<b>Language Facility:</b>				
A. Diction (enunciation)				
B. Spelling				
C. Grammar				
D. Handwriting				
E. Oral Expression				
F. Listening				

<b>5. ASSESSMENT</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
A. Utilizes systematic ways to evaluate progress of students				
B. Suggests to students ways which they can improve their Achievement				

<b>6. PREPARATION FOR INSTRUCTION</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
A. Plans with stated objectives in advance: lesson plans Presented to Cooperating Teacher in advance				
B. Conveys instructional expectation				
C. Utilizes instructional aids				
D. Lesson plans demonstrate an awareness of differences among learners				
E. Children's interests reflected (involves students in planning)				
F. Pupil's level of achievement is reflected in planning				
G. Demonstrate a multi-cultural perspective in selecting Materials and teaching strategies				

**7. PRESENTATION OF INSTRUCTION**

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
A. Displays knowledge of the essential subject matter				
B. Plans effective lessons units and courses of study				
C. Provides opportunities for student-to-student interaction as well as teacher-student interaction				
D. Works effectively with varying size groups				
E. Is motivated to begin teaching, communicates with pupils at their level of understanding				
F. Has attention of class before beginning lesson				
G. Accomplishes stated objectives for lesson				
H. Follows lesson line from Set to Closure				
I. Varies instructional strategies				
J. Has eye contact with student-aware of total situation				
K. Moves around the room when teaching				

**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

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

<b>III. INSTRUCTIONAL QUALITIES</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
A. Plans lessons well				
B. Accounts for individual differences				
C. Possesses academic competency				
D. Adapts subject matter to grade level				
E. Uses a variety of teaching techniques				
F. Uses a 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 environments				
L. Collects pertinent information about students				
M. Uses information collected about students				
N. Evaluates outcomes				

<b>II. RELATIONS WITH CHILDREN</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
A. Friendliness				
B. Impartiality/Fairness				
C. Classroom Management				
D. Understanding of Children				

<b>IV. RELATIONS WITH CHILDREN</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
A. Cooperates well				
B. Accepts criticism graciously				
C. Exhibits professional ethics				
D. Works toward self-improvement				
E. Understands & uses educational objectives				

<b>V. RELATIONS WITH CHILDREN</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
A. Utilizes community resources				
B. Understands community resources				
C. Co-operates with parents & guardians				
D. Participates in community activities				
E. Co-operates in community and school activities, P.T.A., Open House, etc.				

\_\_\_\_\_  
Cooperating Teacher's Signature/ Date

\_\_\_\_\_  
Teacher Candidate's Signature/ Date

## APPENDIX K



University of Arkansas at Pine Bluff  
School of Education  
Cooperating Teacher Survey

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?**

---

---

APPENDIX L

---

---

**University of AR at Pine Bluff**  
**School of Education**  
**Early Childhood Education (P-4<sup>th</sup> 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 – 4<sup>th</sup> 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.

<b>Criteria (NAEYC/ Pathwise)</b>	<b>Goal 1: Planning and Preparation</b>		
	<b>NAEYC 1a, 3c, 4b, 4d Pathwise Domain A:</b>		
	<b>Exceeds Expectations (2 points)</b>	<b>Meets Expectations (1 point)</b>	<b>Does Not Meet Expectations (0 points)</b>
<p><b>NAEYC—</b> 1a. Knowing and understanding young children’s characteristics and needs. <b>PWD—</b> A1. Demonstrates knowledge of students (age group, diversity, interests, heritage)</p>	<p>____ Candidate demonstrates a clear understanding of <u>developmental characteristics of the age group, how individual children learn, children’s skills, knowledge, language proficiency, interests, and cultural heritage</u> and is able to articulate the value of this knowledge through examples.</p>	<p>____ Candidate has some familiarity of the <u>developmental characteristics of the age group, how individual children learn, children’s skills, knowledge, language proficiency, interests and cultural heritage</u> and provides a general explanation of why this knowledge is valuable.</p>	<p>____ Candidate displays little or no knowledge of the <u>developmental characteristics of the age group, how individual children learn, students’ skills, knowledge, language proficiency, children’s interests or cultural heritage</u> and does not recognize the value of this knowledge.</p>
<p><b>NAEYC</b> 4b. Knowing understanding and using effective approaches, strategies, and tools for early education. A2. Selects instructional goals appropriate for lesson and students</p>	<p>____ 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.</p>	<p>____ 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.</p>	<p>____ 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.</p>
<p><b>NAEYC</b> 4d. Using own knowledge and other resources to design, implement and evaluate meaningful challenging curriculum to promote positive outcomes. <b>PWD</b> A3. Demonstrates knowledge of content by designing instruction that connects past, present, and future</p>	<p>____ Candidate clearly explains connections between current content and past or future learning.</p>	<p>____ Candidate is able to make some connection between current content to past and future learning, although such knowledge may be incomplete.</p>	<p>____ Candidate is unable to design lessons that connect current content to past and future learning.</p>

<p><b>NAEYC</b> <b>4b.</b> Knowing understanding and using effective approaches, strategies, and tools for early education. <b>PWD</b> <b>A4.</b> Demonstrates knowledge of pedagogy by planning age-appropriate instructional methods and learning activities, using appropriate materials and resources</p>	<p>____ <i>Candidate reflects familiarity with a wide range of effective pedagogical approaches in the discipline,</i>  <i>OR the candidate provides a sound explanation of why single methods or learning activities are appropriate for all students.</i></p>	<p>____ <i>Candidate displays a limited range of pedagogical approaches suitable to the discipline or young children.</i>  <i>OR instruction is appropriate for most children, but is not always differentiated appropriately for groups or individual children.</i></p>	<p>____ <i>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.</i></p>
<p><b>NAEYC</b> <b>3c.</b> Understanding and practicing responsible assessment. <b>PWD</b> <b>A5.</b> Assesses student learning by planning assessments appropriate for students and aligned with learning goals</p>	<p>____ <i>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.</i>  ____ <i>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.</i></p>	<p>____ <i>Assessment procedures align with some of the instructional outcomes.</i>  ____ <i>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.</i></p>	<p>____ <i>Assessment procedures are not aligned with instructional outcomes, and are not appropriate for young children.</i>  ____ <i>Candidate has no systematic plan for assessment of student learning and does not know how to use assessment results to plan for future instruction.</i></p>
<p><b>Criteria</b> <b>(NAEYC/ Pathwise)</b></p>	<p><b>Goal 1: Planning and Preparation</b> <b>NAEYC 1a, 3c, 4b, 4d</b> <b>Pathwise Domain A</b> <b>(Summary of A)</b></p>		
	<p>Exceeds Expectations (2 points)</p>	<p>Meets Expectations (1 point))</p>	<p>Does Not Meet Expectations (0 points)</p>
<p><b>Sub-score A</b> <b>12 points possible</b></p>			

**Total sub-score A** \_\_\_\_\_

**Comments:**



<b>Criteria (NAEYC/ Pathwise)</b>	<b>Goal 2: The Learning Environment</b>		
	<b>NAEYC 2c &amp; 4b Pathwise Domain B</b>		
	<b>Exceeds Expectations (2 points)</b>	<b>Meets Expectations (1 point)</b>	<b>Does Not Meet Expectations (0 points)</b>
<b>NAEYC</b> 2c. Involving families and communities in their children's development and learning. <b>PWD B1.</b> <i>Creates an environment that promotes fairness</i>	<i>____ Candidate provides learning for all young children and responds to inappropriate interactions among children and encourages children to be fair to each other.</i>	<i>____ Candidate provides equal access to instruction for most young children and sometimes responds to inappropriate interactions among children and does not allow unfair behavior.</i>	<i>____ Candidate does not provide equal access to learning for all young children and does not respond to inappropriate interactions.</i>
<b>NAEYC</b> 2c. Involving families and communities in their children's development and learning. <b>PWD B2.</b> <i>Creates an environment of respect and rapport</i>	<i>____ 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.</i>	<i>____ Candidate/child interactions are generally appropriate, but may reflect occasional inconsistencies. Children demonstrate respect for one another.</i>	<i>____ 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</i>
<b>NAEYC</b> 4a. Knowing, understanding, and using positive relationships and supportive interactions <b>PWD B3.</b> <i>Communicates challenging learning expectations</i>	<i>____ Candidate actively encourages students to meet challenging learning expectations while conveying genuine enthusiasm for the content, and encouraging children to do the same.</i>	<i>____ Candidate communicates to all students that s/he is capable of meeting learning expectations, and communicates the importance of the subject to young learners.</i>	<i>____ Candidate communicates to young learners that they are incapable of learning or that the candidate's expectations for their learning is low.</i>
<b>NAEYC</b> 2c. Involving families and communities in their children's development and learning; 4a. Knowing, understanding, and using positive relationships and supportive interactions <b>PWD B4.</b> <i>Establishes and maintains consistent standards of behavior</i>	<i>____ Candidate consistently makes appropriate attempts to respond to disruptive behavior with reasonable success; ____ Standards of conduct are clear to all children.</i>	<i>____ Candidate makes appropriate attempts to respond to disruptive behavior. ____ Standards of conduct appear established, and most children seem to understand them.</i>	<i>____ No attempt is made by the candidate to respond to disruptive behavior. ____ No standards of conduct appear to have been established, or children are confused as to what the standards are.</i>

<p><b>NAEYC</b> 2c. Involving families and communities in their children's development and learning.</p> <p><b>PWD B5.</b> Organizes physical space for maximum learning and safety</p>	<p>____ <i>The learning environment is safe, and learning is equally accessible to all children.</i></p> <p>____ <i>Candidate uses physical resources skillfully for learning activities. Candidate ensures that the physical environment accommodates <u>all</u> children, including those with special needs. If the environment can not be manipulated, s/he effectively adjusts the learning activity to the existing environment.</i></p>	<p>____ <i>The learning environment is safe, and essential learning is accessible to most young children.</i></p> <p>____ <i>Candidate uses physical resources adequately and occasionally moves furniture to reinforce a lesson's effectiveness.</i></p>	<p>____ <i>The physical learning environment is unsafely arranged for young children, and learning is not accessible to some of the children.</i></p> <p>____ <i>The furniture arrangement hinders the learning activities, or the candidate makes poor use of physical resources.</i></p>
<p><b>Criteria</b> <b>(NAEYC/</b> <b>Pathwise)</b></p>	<p><b>Goal 2: The Learning Environment</b> <b>NAEYC 2c &amp; 4b</b> <b>Pathwise Domain B</b> <b>(Summary of B)</b></p>		
	<p>Exceeds Expectations (2 points)</p>	<p>Meets Expectations (1 point))</p>	<p>Does Not Meet Expectations (0 points)</p>
<p><b>Sub-score</b> <b>B</b> <b>14 points</b> <b>possible</b></p>			

**Total sub-score B:** \_\_\_\_\_

**Comments:**

<p><b>Criteria</b> <b>(NAEYC/</b> <b>Pathwise)</b></p>	<p><b>Goal 3: Instruction</b> <b>NAEYC 1b, 3b, 3c, 3d, 4b, 4c, 4d, 5b</b> <b>Pathwise Domain C</b></p>		
	<p>Exceeds Expectations (2 points)</p>	<p>Meets Expectations (1 point))</p>	<p>Does Not Meet Expectations (0 points)</p>

<p><b>NAEYC</b> 1b. Knowing and understanding the multiple influences on development and learning. 4b. Knowing understanding and using effective approaches, strategies, and tools for early education. 4c. Knowing and understanding, the importance, central concepts, inquiry tools, and structures of content areas or academic disciplines. <b>PWD C1. Communicates learning goals and instructional procedures</b></p>	<p>_____ <b>The candidate's learning goals, instructional procedures and directions are clear to all children.</b></p>	<p>_____ <b>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.</b></p>	<p>_____ The children are not given clear accurate information about the lesson, and many seem confused about what they are supposed to do.</p>
<p><b>NAEYC</b> 4c. Knowing and understanding, the importance, central concepts, inquiry tools, and structures of content areas or academic disciplines. 4d. Using own knowledge and other resources to design, implement and evaluate meaningful challenging curriculum to promote positive outcomes. <b>PWD C2. Makes content comprehensible to students (coherent structure, makes material relevant to students)</b></p>	<p>_____ The content is accurate, comprehensible to the children, AND the lesson as a whole has a logical and coherent structure. _____ Candidate connects content to the children's prior knowledge and experience.</p>	<p>_____ The content is accurate and appears to be comprehensible to the children _____ Candidate sporadically connects the content to children's prior knowledge or experiences.</p>	<p>_____ The content appears to be incomprehensible to the children; OR the lesson contains substantive inaccuracies. _____ <b>Candidate does not attempt to connect the content to the child's prior knowledge..</b></p>
<p><b>NAEYC</b> 4b. Knowing understanding and using effective approaches, strategies, and tools for early education. 4c. Knowing and understanding, the importance, central concepts, inquiry tools, and structures of content areas or academic disciplines. <b>PWD C3. Extends student thinking</b></p>	<p>_____ <b>Candidate asks children to move beyond the basic facts of the lesson to think independently, creatively, or critically about the content being taught.</b> _____ <b>Candidate asks open-ended, high level questions and allows adequate time for children to respond.</b></p>	<p>_____ <b>Candidate provides limited opportunities for children to move beyond the basic facts to think independently, creatively, or critically about the content being taught.</b> _____ <b>Candidate asks questions which are high and low level OR does not consistently allow children adequate time for a response.</b></p>	<p>_____ <b>Candidate discourages children from thinking independently, creatively, or critically.</b> _____ <b>Candidate uses low level questions and does not provide time for children to think critically.</b></p>

<p><b>NAEYC</b>  <b>3b.</b> Knowing about and using observation, documentation, and other appropriate assessment tools and approaches  <b>3c.</b> Understanding and practicing responsible assessment.  <b>3d.</b> Knowing about assessment partnership with families and other professionals.  <b>PWD C4.</b>  <i>Monitors learning, provides feedback, and adjusts learning activities to meet the needs of all young children.</i></p>	<p>_____ <b>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</b></p>	<p>_____ <b>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.</b></p>	<p>_____ <b>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.</b></p>
<p><b>NAEYC</b>  <b>3b.</b> Knowing about and using observation, documentation, and other appropriate assessment tools and approaches  <b>PWD C5.</b>  <i>Uses instructional time effectively</i></p>	<p>_____ <b>Conducts any necessary non-instructional procedures efficiently; pacing of the lessons is appropriate for most children.</b></p>	<p>_____ <b>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.</b></p>	<p>_____ <b>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.</b></p>
<p><b>NAEYC</b>  <b>5b.</b> Knowing about and upholding ethical standards and other professional guidelines.  <b>PWD C6.</b> <i>Communicates clearly and accurately (in speaking and writing), encouraging children to communicate effectively</i></p>	<p>_____ <b>Candidate's spoken and written language is clear: children are assisted with reading, writing, speaking, and listening skills.</b></p>	<p>_____ <b>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.</b></p>	<p>_____ <b>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.</b></p>
<p><b>NAEYC</b>  <b>4b.</b> Knowing understanding and using effective approaches, strategies, and tools for early education.  <b>PWD C7</b> <i>.Integrates technology into the instruction of young children.</i></p>	<p>_____ <b>Candidate effectively applies technology for record-keeping for children's learning progress, for developing assessment resources and rubrics, and for planning and presenting lessons.</b></p>	<p>_____ <b>Candidate effectively applies technology for record-keeping for children's learning progress, for developing assessment resources and rubrics, or for planning and presenting lessons.</b></p>	<p>_____ <b>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.</b></p>

<p><b>NAEYC</b> 3b. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches 3c. Understanding and practicing responsible assessment. <b>PWD</b> C8. <i>Impacts children's learning evidenced by formative/ summative assessments</i></p>	<p>_____ Due to candidate's level of effectiveness there is evidence of consistent child progress toward learning goals.</p>	<p>_____ Due to the candidate's level of effectiveness there is evidence of child progress towards learning goals.</p>	<p>_____ Due to the candidate's ineffectiveness there is a general lack of child's progress toward learning goals.</p>
<p><b>Sub-score C</b> <b>20 points possible</b></p>			

**Total sub-score C:** \_\_\_\_\_

**Comments:**

<p><b>Criteria (NAEYC/ Pathwise)</b></p>	<p><b>Goal 3: Instruction</b> <b>NAEYC 1b, 3b, 3c, 3d, 4b, 4c, 4d, 5b Pathwise Domain C</b> <b>(Summary of C)</b></p> <p>Exceeds Expectations (2 points)      Meets Expectations (1 point)      Does Not Meet Expectations (0 points)</p>		
--	---	--	--

<p><b>Criteria (NAEYC/ Pathwise)</b></p>	<p><b>Goal 4: Professional Responsibilities</b> <b>NAEYC 2b, 2c, 5a, 5b, 5c, 5d, 5e</b> <b>Pathwise Domain D</b></p>		
<p><b>NAEYC</b> 5d. Integrating knowledgeable, reflective and critical perspectives on early education. <b>PWD D1. Reflects on teaching</b></p>	<p>_____ <i>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.</i></p> <p>_____ <i>Candidate describes how to apply this experience in future instruction, making specific suggestions for improvement or alternate strategies.</i></p>	<p>_____ <i>Candidate accurately describes the strengths and weaknesses of the lesson in relation to the learning goals.</i></p> <p>_____ <i>Candidate describes in general terms how s/he could use the experience from the lesson for improvement in future instruction.</i></p>	<p>_____ <i>Candidate cannot accurately identify strengths and weaknesses of the lesson relation to the learning goals.</i></p> <p>_____ <i>Candidate cannot propose ideas for improvement.</i></p>
	<p><b>Exceeds Expectations (2 points)</b></p>	<p><b>Meets Expectations (1 point)</b></p>	<p><b>Does Not Meet Expectations (0 points)</b></p>

<p><b>NAEYC</b> 5e. Engaging in informed advocacy for children and the profession. <b>PWD</b> D2. Demonstrates a sense of efficacy (responsibility for child's learning)</p>	<p>_____ Candidate suggests <b>specific, practical actions that s/he intends to take to address the specific learning needs of the children..</b></p> <p>_____ Candidate takes <b>responsibility for student successes and failures.</b></p>	<p>_____ Candidate <b>attempts to find ways to address the specific learning needs of students ,and can suggest practical actions that have already been tried.</b></p> <p>_____ Candidate takes <b>responsibility for success of students but attributes failure to outside factors.</b></p>	<p>_____ Candidate <b>makes no attempt to address the specific learning needs of students.</b></p> <p>_____ Candidate <b>attributes failure and success of students to outside factors.</b></p>
<p><b>NAEYC</b> 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. <b>PWD</b> D3. Builds professional relationships</p>	<p>_____ Candidate demonstrates <b>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.</b></p>	<p>_____ Candidate demonstrates <b>knowledge of resources available through colleagues in the district and in the community.</b></p>	<p>_____ Candidate demonstrates <b>no knowledge of resources available through colleagues in the district or in the community.</b></p>
<p><b>NAEYC</b> 2b. Supporting and empowering families and communities through respectful, reciprocal relationship. 2c. Involving families and communities in their children's development and learning. <b>PWD</b> D4. Communicates with families/caregivers and communities – must be two-way communication</p>	<p>_____ Candidate demonstrates <b>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.</b></p>	<p>_____ Candidate demonstrates <b>knowledge of forms of two-way communication that s/he can use to communicate with parents or guardians of children for various purposes.</b></p>	<p>_____ Candidate demonstrates <b>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.</b></p>
<p><b>NAEYC</b> 5b. Knowing about and upholding ethical standards and other professional guidelines. <b>PWD</b> D5. Maintains accurate records</p>	<p>_____ Candidate's system for <b>monitoring and maintaining accurate records is effective; the confidentiality of children's records is guarded.</b></p>	<p>_____ Candidate's system for <b>maintaining records is effective; maintains inconsistent confidentiality of children's records.</b></p>	<p>_____ Candidate has <b>no system for keeping accurate records, resulting in errors and confusion; does not maintain confidentiality of children's records.</b></p>
<p><b>Criteria (NAEYC/ Pathwise)</b></p>	<p align="center"><b>Goal 4: Professional Responsibilities</b> <b>NAEYC 2b, 2c, 5a, 5b, 5c, 5d, 5e</b> <b>Pathwise Domain D</b> <b>(Summary of D)</b></p>		

	<b>Exceeds Expectations (2 points)</b>	<b>Meets Expectations (1 point)</b>	<b>Does Not Meet Expectations (0 points)</b>
<p><b>NAEYC</b> 5d. Integrating knowledgeable, reflective and critical perspectives on early education.</p> <p><b>PWD</b> D6. Grows and develops professionally (service, memberships, use of research)</p>	<p>_____ 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.</p> <p>_____ Candidate welcomes feedback from supervisors and colleagues.</p>	<p>_____ Candidate participates in professional development activities when participation is convenient or required; maintains a professional growth plan but does not follow the plan.</p> <p>_____ Candidate accepts, with some reluctance, feedback from supervisors and colleagues.</p>	<p>_____ 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.</p> <p>_____ Candidate resists feedback on teaching performance.</p>
<p><b>NAEYC</b> 5a. Identifying and involving oneself with the early childhood field. 5b. Knowing about and upholding ethical standards and other professional guidelines.</p> <p><b>PWD</b> D7. Professionalism demeanor (adheres to school policies, dresses and behaves in professional manner)</p>	<p>_____ Candidate's professionalism is appropriate (including dress, attitude and behavior); all school and district policies and procedures.</p>	<p>_____ Candidate's professionalism is generally appropriate (including dress, attitude and behaviors); behavior adhere to all school and district policy and procedure guidelines..</p>	<p>_____ Candidate displays a lack of professionalism (including dress, attitude and behaviors); is often in violation of school or district policies and procedures.</p>
<b>Sub-score D 20 points possible</b>			

**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:**

<b>POINT SUMMARY</b>		
<b>CRITERIA (NAEYC/Pathwise)</b>	<b>Pts. Possible</b>	<b>Pts. Scored</b>
1, 4/A	12	
1, 2, 4/B	14	
1, 2, 3, 4/C	20	
5/D	20	
<b>Total</b>	<b>66</b>	

**Signatures:**

**Candidate :** \_\_\_\_\_ **Date:** \_\_\_\_\_

**CooperatingTeacher:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**UniversitySupervisor:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**UNIVERSITY OF ARKANSAS AT PINE BLUFF**  
**SCHOOL OF EDUCATION**  
**Evaluation of Middle Level Student Teacher**  
**(Professional Semester Rubric)**

**This rubric is to assess knowledge, skills, and dispositions of middle level student teachers a 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=81-92-81

1=80 or less points

Student Teacher: \_\_\_\_\_ Candidate's ID # \_\_\_\_\_

Subject: \_\_\_\_\_ 4<sup>th</sup>-8<sup>th</sup> 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)**

1	2	3	4	
				<ul style="list-style-type: none"> <li>• Organizes instruction and activities based upon differences among learners. (T-PAE Professionalism)</li> <li>• Uses depth and breadth of content knowledge in ways that maximize student learning. (NMSA Standard 4.1)</li> <li>• (Comments): _____</li> </ul>
				<ul style="list-style-type: none"> <li>• Articulates clear learning goals for the lesson that are developmentally appropriate. (T-PAE professionalism)</li> <li>• Uses effective content specific teaching and assessment strategies. (NMSA Standard 4.2)</li> <li>• (Comments): _____</li> </ul>
				<ul style="list-style-type: none"> <li>• Reflects on the extent to which the learning goals were met in today's lesson. (T-PAE Professionalism)</li> <li>• Is committed to the importance of integrating content. (NMSA Disposition 4.2)</li> <li>• (Comments): _____</li> </ul>
				<ul style="list-style-type: none"> <li>• 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)</li> <li>• 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)</li> <li>• (Comments) _____</li> </ul>
				<ul style="list-style-type: none"> <li>• 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)</li> <li>• Incorporates technology in planning, integrating, implementing and assessing curriculum and student learning. (NMSA Standard 3.9)</li> <li>• Values the integration of state-of-the-art technologies and literacy skills in all teaching fields. (NMSA Disposition 4.4)</li> <li>• (Comments): _____</li> </ul>



			<ul style="list-style-type: none"> <li>Provides learning experiences that encourage critical thinking, problem solving, informed decision making, and creativity. (T-PAE Professionalism)</li> <li>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)</li> <li>Engages in activities designed to extend knowledge in mathematics and science or language arts and social studies. (NMSA Standard 4.6)</li> <li>(Comments):_____</li> </ul>
			<ul style="list-style-type: none"> <li>Creates a climate that provides opportunities for student-student interactions as well as teacher-student interactions. (T-PAE Professionalism)</li> <li>Believes in the philosophical foundations that support developmentally responsive and socially equitable programs for all young adolescents. (NMSA Disposition 2.1)</li> <li>Is committed to the application of middle level philosophical foundations in their practice. (NMSA Disposition 2.2)</li> <li>(Comments):_____</li> </ul>
			<ul style="list-style-type: none"> <li>Creates and maintains classroom environment conducive to learning, including standards of classroom behavior. (T-PAE Professionalism)</li> <li>Is supportive of organizational components that maximize student learning. (NMSA Disposition 2.3)</li> <li>(Comments):_____</li> </ul>
			<ul style="list-style-type: none"> <li>Moves around the room when teaching--strategic positioning. (T-PAE Professionalism)</li> <li>Is supportive of organizational components that maximize student learning. (NMSA Disposition 2.3)</li> <li>(Comments):_____</li> </ul>
			<ul style="list-style-type: none"> <li>Makes smooth transition from one activity to another activity. (T-PAE Professionalism)</li> <li>Values the need for providing and maintaining environments that maximize student learning. (NMSA Disposition 5.2)</li> <li>(Comments):_____</li> </ul>
			<ul style="list-style-type: none"> <li>Has attention of class before beginning lesson and has eye contact with students throughout the lesson-(aware of total situation). (T-PAE Professionalism)</li> <li>Implements developmentally responsive practices and components that reflect the philosophical foundations of middle level education. (NMSA Standard 2.4)</li> <li>(Comments):_____</li> </ul>
			<ul style="list-style-type: none"> <li>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)</li> <li>Uses current knowledge and standards from multiple subject areas in planning, integrating, and implementing curriculum. NMSA Standard 3.2)</li> <li>Views all areas of knowledge as important. (NMSA Disposition 3.2)</li> <li>(Comments):_____</li> </ul>
			<ul style="list-style-type: none"> <li>Incorporates the ideas, interests, and experiences of all young adolescents in curriculum. (NMSA Standard 3.3)</li> <li>Teach curriculum in ways that encourage all young adolescents to observe, question, and interpret knowledge and ideas from diverse perspectives. (NMSA Standard 3.5)</li> <li>(Comments):_____</li> </ul>
			<ul style="list-style-type: none"> <li>Uses multiple assessment strategies that effectively measure student mastery of the curriculum. (NMSA Standard 3.8)</li> <li>Realizes the importance of connecting curriculum and assessment to the needs, interests, and experiences of all young adolescents. (NMSA Disposition 3.4)</li> <li>Values the importance of ongoing curriculum assessment and revision. (NMSA Disposition 3.3)</li> <li>(Comments):_____</li> </ul>
			<ul style="list-style-type: none"> <li>Uses a variety of teaching/learning strategies and resources that motivate young adolescents to learn. (NNSA 5.1)</li> <li>Creates learning experiences that encourage exploration and problem solving so all young adolescents can be actively engaged in learning. (NMSA 5.2)</li> <li>Appreciates the importance of teaching strategies that are current and supported by research and successful practices. (NMSA Disposition 5.7)</li> <li>Is committed to implementing an integrated curriculum that accommodates and supports the learning of all young adolescents. (NMSA Disposition 3.5)</li> <li>(Comments):_____</li> </ul>

				<ul style="list-style-type: none"> <li>Plans effective instruction individually and with colleagues. (NMSA 5.3)</li> <li>Realizes the importance of basing instruction on assessment results. (NMSA Disposition 5.6)</li> </ul> (Comments): _____
				<ul style="list-style-type: none"> <li>Establishes equitable, caring, and productive learning environments for all young adolescents. (NMSA 5.6)</li> <li>Employs fair, effective, developmentally responsive classroom management techniques. (NMSA 5.7)</li> <li>Values the need for providing and maintaining environments that maximize student learning (NMSA Disposition 5.2)</li> </ul> (Comments): _____
				<ul style="list-style-type: none"> <li>Implements a variety of developmentally responsive assessment measures (e.g., portfolios, authentic assessments, student self-evaluation). (MNSA 5.8)</li> <li>Maintains useful records and creates an effective plan for evaluation of student work and achievement. (NMSA 5.9)</li> <li>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)</li> </ul> (Comments): _____
				<ul style="list-style-type: none"> <li>Communicates assessment information knowledgeably and responsibly to students, families, educators, community members, and other appropriate audiences. (NMSA 5.10)</li> </ul> (Comments): _____
<b>Section I Points:</b>			COMMENTS:	

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

1	2	3	4	
				<ul style="list-style-type: none"> <li>Teacher Candidate shows respect for diverse talents of all learners and is committed to helping them develop self-confidence and competence. (T-PAE Diversity)</li> <li>Is positive and enthusiastic about all young adolescents. (NMSA Disposition 1.1)</li> </ul> (Comments): _____
				<ul style="list-style-type: none"> <li>Demonstrates a multicultural perspective in selecting materials, teaching methods, and appropriate technology. (T-PAE Diversity)</li> <li>Believes that diversity among all young adolescents is an asset. (NMSA Disposition 1.6)</li> </ul> (Comments): _____
				<ul style="list-style-type: none"> <li>Uses appropriate services or resources to meet exceptional learning needs. (T-PAE Diversity)</li> <li>Holds high, realistic expectations for the learning and behavior of all young adolescents. (NMSA Disposition 1.3)</li> </ul> (Comments): _____
				<ul style="list-style-type: none"> <li>Establishes and maintains an environment of respect and rapport with all students. (T-PAE Diversity)</li> <li>Establishes close, mutually respectful relationships with all young adolescents that support their intellectual, ethical, and social growth. (NMSA 1.1)</li> </ul> (Comments): _____
				<ul style="list-style-type: none"> <li>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.</li> <li>Respects and appreciates the range of individual developmental differences of all young adolescents. (NMSA 1.2)</li> <li>Believes that his/her role includes helping all young adolescents develop to their full potential. (NMSA Disposition 1.7)</li> </ul> (Comments): _____
				<ul style="list-style-type: none"> <li>Encourages students to develop and have confidence in their own ability to think independently, creatively, or critically. (T-PAE Diversity)</li> <li>Creates positive, productive learning environments where developmental differences are respected and supported and individual potential is encouraged. (NMSA 1.3)</li> <li>Respects and appreciates the range of individual developmental differences of all young adolescents. (NMSA 1.2)</li> <li>Believes that all young adolescents can learn and accepts responsibility to help them do so. (NMSA Disposition 1.4)</li> </ul> (Comments): _____

				<ul style="list-style-type: none"> <li>Encourages students to participate in the activities of class and respects their contributions. (T-PAE Diversity)</li> <li>Believes that all young adolescents can learn and accepts responsibility to help them do so. (NMSA Disposition 1.4)</li> </ul> (Comments): _____
				<ul style="list-style-type: none"> <li>Respects students as individuals with differing personal and family backgrounds and various skills, talents, and interests.</li> <li>Respects all young adolescents and their families. (NMSA Disposition 6.1)</li> </ul> (Comments): _____
				<ul style="list-style-type: none"> <li>Establishes respectful and productive relationships with family and community members that maximize student learning and well being. (NMSA 6.1)</li> <li>Respects all young adolescents and their families. (NMSA Disposition 6.1)</li> <li>Realizes the importance of privacy and confidentiality of information when working with family members.es the variety of resources available in communities. (NMSA Disposition 6.3)</li> </ul> (Comments): _____
				<ul style="list-style-type: none"> <li>Identifies and uses community resources to foster student learning. (NMSA 6.4)</li> <li>Realizes and values the importance of communicating effectively with family and community members. (NMSA Disposition 6.7)</li> <li>Accepts the responsibility of working with family and community members to increase student welfare and learning. (NMSA Disposition 6.8)</li> </ul> (Comments): _____
				<ul style="list-style-type: none"> <li>Participates in activities designed to enhance educational experiences and transcend the school campus. (NMSA 6.5)</li> <li>Values the variety of resources available in the communities. (NMSA Disposition 6.3)</li> <li>Accepts the responsibility of working with family and community members.</li> </ul> (Comments): _____
				<ul style="list-style-type: none"> <li>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). (NMSA 6.6)</li> </ul> (Comments): _____
				<ul style="list-style-type: none"> <li>Demonstrates the ability to participate in parent conferences. (NMSA 6.7)</li> <li>Values and appreciates all young adolescents regardless of family circumstances, community environment, health, and/or economic conditions. (NMSA Disposition 6.5)</li> </ul> (Comments): _____
<b>Section II</b>			<b>POINTS:</b>	<b>COMMENTS:</b>

**III. Professionalism: *Teacher Expectations; Research; Commitment to Teaching; and Ethics and Ethical Conduct.* (Aligned With NMSA Standards and Dispositions)**

1	2	3	4	
				<ul style="list-style-type: none"> <li>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)</li> <li>Believes that their professional responsibilities extend beyond the classroom and school (e.g., advisory committees, part-teacher organizations) (NMSA Disposition 7.3)</li> </ul> (Comments): _____
				<ul style="list-style-type: none"> <li>Uses technology to assess student performance and analyze effectiveness of teaching. (T-PAE Teacher Expectations)</li> <li>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)</li> </ul> (Comments): _____

				<ul style="list-style-type: none"> <li>Communicates effectively both written and orally (shows and tells how students are expected to participate in learning activities). (T-PAE Teacher Expectations) (Comments):_____</li> </ul>
				<ul style="list-style-type: none"> <li>Builds and maintains professional relationships with cooperating teacher to share teaching insights and to coordinate learning activities for students. (T-PAE Teacher Expectations)</li> <li>Perceives himself/herself as a member of the larger learning community. (NMSA Disposition 7.2) (Comments):_____</li> </ul>
				<ul style="list-style-type: none"> <li>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)</li> <li>Models positive attitudes and appropriate attitudes and appropriate behaviors for all young adolescents. (NMSA 7.1) (Comments):_____</li> </ul>
				<ul style="list-style-type: none"> <li>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)</li> <li>Believes in maintaining high standards of ethical behavior and professional competence. (NMSA Disposition 7.4) (Comments):_____</li> </ul>
				<ul style="list-style-type: none"> <li>Uses assessment data for improving instruction and learning. (T-PAE Teacher Expectations)</li> <li>Realizes the importance of basing instruction on Assessment results. (NMSA Disposition 5.6) (Comments):_____</li> </ul>
				<ul style="list-style-type: none"> <li>Shows persistence and promptness in completion of tasks. (T-PAE Teacher Expectations) (Comments):_____</li> </ul>
				<ul style="list-style-type: none"> <li>The Teacher values professional development. (T-PAE Teacher Expectation)</li> <li>Participates in professional development activities that increase their knowledge of effective teaching/learning strategies. (NMSA 5.5)</li> <li>Reads professional literature, consult with colleagues, maintains currency with a range of technologies, and seeks resources to enhance their professional competence. (NMSA 7.5)</li> <li>Values learning as a life-long process.</li> </ul> (Comments):_____
<b>Section III Points:</b>				<b>COMMENTS:</b>

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

				<ul style="list-style-type: none"> <li>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)</li> <li>Acts as advocate for all young adolescents in the school community (NMSA 6.2)</li> <li>Values and appreciate all young adolescents regardless of family circumstances, community environment, health, and/or economic conditions. (Comments):_____</li> </ul>
				<ul style="list-style-type: none"> <li>Teacher candidate plans student learning activities that foster a sense of self-worth and self-identity. (T-PAE Community and Global Issues)</li> <li>Values the enrichment of leaning that comes from the diverse backgrounds, values, skills, talents and interests of all young adolescents and their families. (NMSA Disposition 6.6) (Comments):_____</li> </ul>
				<ul style="list-style-type: none"> <li>Teacher candidate provides for a classroom setting and designs lessons that demonstrate knowledge of how</li> </ul>

				<ul style="list-style-type: none"> <li>to access community resources to assist youth and families. (T-PAE Community and Global Issues)</li> <li>Is committed to helping family members become aware of how and where to receive assistance when need. (NMSA Disposition 6.4)</li> </ul> (Comments): _____
				<ul style="list-style-type: none"> <li>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)</li> <li>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).</li> </ul>
<b>Section IV</b>			<b>POINTS:</b>	
			<b>COMMENTS:</b>	

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)**

## The Teacher As A Promoter of Academic Excellence



**University of Arkansas at Pine Bluff**

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	<ul style="list-style-type: none"> <li>• Organizes instruction and activities based upon differences among learners.</li> </ul>
---	---	---	---	---

				(Comments)_____
				<ul style="list-style-type: none"> <li>Articulates clear learning goals for the lesson that are developmentally appropriate. (Comments):_____</li> </ul>
				<ul style="list-style-type: none"> <li>Reflects on the extent to which the learning goals were met in today's lesson. (Comments):_____</li> </ul>
				<ul style="list-style-type: none"> <li>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):_____</li> </ul>
				<ul style="list-style-type: none"> <li>Uses technology as a tool for instruction and assessment of student performance that meets individual and group needs and analyzes effectiveness of teaching, (Comments):_____</li> </ul>
				<ul style="list-style-type: none"> <li>Provides learning experiences that encourage critical thinking, problem solving, informed decision making, and creativity. (Comments):_____</li> </ul>
				<ul style="list-style-type: none"> <li>Creates a climate that provides opportunities for student-student interactions as well as teacher-student interactions. (Comments):_____</li> </ul>
				<ul style="list-style-type: none"> <li>Creates and maintains classroom environment conducive to learning, including standards of classroom behavior. (Comments):_____</li> </ul>
				<ul style="list-style-type: none"> <li>Moves around the room when teaching-strategic positioning. (Comments):_____</li> </ul>
				<ul style="list-style-type: none"> <li>Makes smooth transition from one activity to another activity. (Comments):_____</li> </ul>
				<ul style="list-style-type: none"> <li>Has attention of class before beginning lesson and has eye contact with students throughout the lesson-(aware of total situation). (Comments):_____</li> </ul>
				<ul style="list-style-type: none"> <li>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):_____</li> </ul>
<b>Section I Points:</b>				COMMENTS:

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

**1 2 3 4**

				<ul style="list-style-type: none"> <li>Teacher Candidate shows respect for diverse talents of all learners and is committed to helping them develop self-confidence and competence. (Comments):_____</li> </ul>
				<ul style="list-style-type: none"> <li>Demonstrates a multicultural perspective in selecting materials, teaching methods, and appropriate technology. (Comments):_____</li> </ul>
				<ul style="list-style-type: none"> <li>Uses appropriate services or resources to meet exceptional learning needs. (Comments):_____</li> </ul>

				<ul style="list-style-type: none"> <li>Establishes and maintains an environment of respect and rapport with all students. (Comments): _____</li> </ul>
				<ul style="list-style-type: none"> <li>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): _____</li> </ul>
				<ul style="list-style-type: none"> <li>Encourages students to develop and have confidence in their own ability to think independently, creatively, or critically. (Comments): _____</li> </ul>
				<ul style="list-style-type: none"> <li>Encourages students to participate in the activities of class and respects their contributions. (Comments): _____</li> </ul>
				<ul style="list-style-type: none"> <li>Respects students as individuals with differing personal and family backgrounds and various skills, talents, and interests. (Comments): _____</li> </ul>
<b>Section II Points:</b>				<b>COMMENTS:</b>

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

1	2	3	4	
				<ul style="list-style-type: none"> <li>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): _____</li> </ul>
				<ul style="list-style-type: none"> <li>Uses technology to assess student performance and analyze effectiveness of teaching. (Comments): _____</li> </ul>
				<ul style="list-style-type: none"> <li>Communicates effectively both written and orally (show and tell how students are expected to participate in learning activities). (Comments): _____</li> </ul>
				<ul style="list-style-type: none"> <li>Builds and maintains professional relationships with cooperating teacher to share teaching insights and to coordinate learning activities for students. (Comments): _____</li> </ul>
				<ul style="list-style-type: none"> <li>Utilizes a variety of technology and instructional materials including external resources, in subject delivery and understands the value in presenting the subject. (Comments): _____</li> </ul>
				<ul style="list-style-type: none"> <li>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): _____</li> </ul>
				<ul style="list-style-type: none"> <li>Uses assessment data for improving instruction and learning. (Comments): _____</li> </ul>
				<ul style="list-style-type: none"> <li>Shows persistence and promptness in completion of tasks. (Comments): _____</li> </ul>
				<ul style="list-style-type: none"> <li>The Teacher values professional development. (Comments): _____</li> </ul>
<b>Section III Points:</b>				<b>COMMENTS:</b>

**IV. Community and Global Issues: *Utilization of External Resources; Quality of Life***



*Issues; Community Systems Analysis Skills.*

**1 2 3 4**

				<ul style="list-style-type: none"> <li>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):_____</li> </ul>
				<ul style="list-style-type: none"> <li>Teacher candidate plans student learning activities that foster a sense of self-worth and self-identity .(Comments):_____</li> </ul>
				<ul style="list-style-type: none"> <li>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):_____</li> </ul>
				<ul style="list-style-type: none"> <li>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):_____</li> </ul>
<b>Section IV Points:</b>			<b>COMMENTS:</b>	

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

<b>Knowledge of Content</b>				
	poor/unacceptable (1 point)	weak/needs improvement (2 points)	satisfactory/acceptable (3 points)	strong/highly competent (4 points)
Candidate demonstrates knowledge of , and skills in the use of, the English language (NCTE 3.1)				
Candidate demonstrates knowledge of the practices of oral, visual and written literacy (NCTE 3.2)				
Candidate demonstrates knowledge of reading processes (NCTE 3.3)				
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)				
Candidate demonstrates knowledge of different composing processes (NCTE 3.4)				
Candidate demonstrates				

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)				
<b>Total Points</b>				

<b>Professionalism</b>				
	poor/unacceptable (1 point)	weak/needs improvement (2 points)	satisfactory/acceptable (3 points)	strong/highly competent (4 points)
Candidate uses ELA extensively and creatively to help students become more familiar with their own and others' cultures (NCTE 2.2)				
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)				
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)				
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)				
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)				
<b>Total Points</b>				

<b>Diversity</b>				
	poor/unacceptable (1 point)	weak/needs improvement (2 points)	satisfactory/acceptable (3 points)	strong/highly competent (4 points)
Candidate creates and sustains an inclusive and supportive learning environment in which all students can engage in learning (NCTE 2.1)				
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)				
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)				
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)				
<b>Total Points</b>				

<b>Community and Global Issues</b>			
	weak/unacceptable (1 point)	satisfactory/acceptable (3 points)	strong/target (4 points)
Candidate makes meaningful and creative connections between the ELA curriculum and developments in culture, society and education (NCTE 2.5)			
<b>Total Points</b>			

<b>Professionalism</b>			
	weak/unacceptable (1 point)	satisfactory/acceptable (3 points)	Strong/highly competent (4 points)
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)			
<b>Total Points</b>			

<b>Assessment</b>			
	weak/unacceptable (1 point)	satisfactory/acceptable (3 points)	strong/target (4 points)
Candidate designs and implements instruction and assessment that assist students in developing habits of critical thinking (NCTE 2.4)			
Candidate integrates assessment consistently into instruction by: <ul style="list-style-type: none"> <li>a. establishing criteria and developing strategies for assessment that allow all students to understand what they know and can do in</li> </ul>			

<p>light of their instructional experiences</p> <p>b. interpreting the individual and group results of any assessments and drawing upon a variety of information in these assessments to inform instruction</p> <p>c. assisting all students in becoming monitors of their own work and growth in speaking, listening, writing, reading, enacting, and viewing; and</p> <p>d. explaining to students, parents, and others concerned with education how students are assessed (NCTE 4.10)</p>			
<b>Total Points</b>			

<b>Technology</b>			
	weak/unacceptable (1 point)	satisfactory/acceptable (3 points)	strong/target (4 points)
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)			
<b>Total Points</b>			

**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 (**A**udience, **B**ehavior, **C**ondition, and **D**egree) 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

TEACHER: \_\_\_\_\_

SCHOOL: \_\_\_\_\_

SUBJECT:	Name of Lesson:	
GRADE:	PERIOD/TIME:	DATE:
Estimated Time for Unit/ Lesson ( <b>Projection</b> )	Materials Needed:	
<u>1. What are the PET lesson <b>objectives</b>/standards/<b>mastery level</b>?</u>		<u>2. What related vocabulary words or concepts will be taught?</u>
<b>3. WHAT INSTRUCTIONAL STRATEGIES TO BE UTILIZED (T20)?</b>		
<u>3a. SET/HOOK/FOCUS:</u>		<u>3b. MODELING OR OTHER STRATEGY:</u> (Specify teaching strategies.)
<u>3c. GUIDED PRACTICE/STRATEGIES:</u>		<u>INDEPENDENT PRACTICE/ASSESSMENT:</u>
<u>3d. Accomodations/Modifications for Students with IEPs</u>	<u>3e. Intervention Strategies for Any Student Who Doesn't "Get It"</u>	<u>Enrichment Activities/Assessments For Those Students Who "Get It"</u>
<u>CLOSURE/REVIEWS/SUMMARY:</u>		<u>HOMEWORK/ASSESSMENT:</u>
<u>4. What interdisciplinary activities/assessments are included?</u>		
<u>5. What materials/resources/technology will be used?</u>		
<u>6. What assessments will be used? ATTACH all assessments</u>		<b>Reflect</b> 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.*

<b>TEACHER:</b>	<b>CONTENT:</b>	<b>SCHOOL:</b>
<b>GRADE:</b>	<b>PERIOD/TIME:</b>	<b>DATE:</b>

<p><b><u>1. What are the lesson objectives and standards?</u></b>          (Reflect student learning expectations from the curriculum frameworks, course content guides, norm-referenced test, etc. and post in your classroom.)</p>	<p><b><u>2. What related vocabulary words will be used?</u></b></p>
--	---

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

<b><u>SET/HOOK/FOCUS:</u></b>	<b><u>MODELING:</u></b>
<b><u>GUIDED PRACTICE/STRATEGIES:</u></b>	<b><u>INDEPENDENT PRACTICE/ACTIVITIES:</u></b>

<b><u>Accommodations and Modifications for Students with IEP's</u></b>	<b><u>Intervention Strategies for Any Student Who Doesn't "Get It"</u></b>	<b><u>Enrichment Activities For Those Students Who "Get It"</u></b>
--	--	---

<b><u>CLOSURE/REVIEW/SUMMARY:</u></b>	<b><u>HOMEWORK:</u></b>
---------------------------------------	-------------------------

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

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

<p><b><u>6. What assessment will be used?</u></b>          Assessments are to be created prior to planning lesson strategies. <b>ATTACH</b> assessment to this lesson plan form. (This includes sample test items and any necessary rubrics.)</p>	<p><b><i>Estimated Time for Unit/Lesson:</i></b></p>
---	--

**DOLLARWAY MIDDLE SCHOOL  
LESSON PLAN**

Teacher:  
Week of:

Subject Area:

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

<b>Instructional Methods:</b>	Monday:
<input type="checkbox"/> Bulletin Boards <input type="checkbox"/> CAI <input type="checkbox"/> Competitions <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Demonstration/Modeling <input type="checkbox"/> Discovery Learning <input type="checkbox"/> Discussion <input type="checkbox"/> Field Trips <input type="checkbox"/> Games <input type="checkbox"/> Individualized Instruction <input type="checkbox"/> Labs <input type="checkbox"/> Peer Tutoring <input type="checkbox"/> PowerPoint Presentation <input type="checkbox"/> Questioning Techniques <input type="checkbox"/> Role playing/simulation <input type="checkbox"/> Small group instruction <input type="checkbox"/> Whole group instruction <input type="checkbox"/> Other	Tuesday:
	Wednesday:
	Thursday:
	Friday

Vocabulary Used:

<b>Method of Measuring Objective(s):</b>	<input type="checkbox"/> Standardized tests	<input type="checkbox"/> Teacher observation	<input type="checkbox"/> Self-Evaluation
	<input type="checkbox"/> Teacher-made tests	<input type="checkbox"/> Group Consensus	<input type="checkbox"/> Portfolio
	<input type="checkbox"/> Text-provided Tests	<input type="checkbox"/> Rubric	<input type="checkbox"/> Learning Log
	<input type="checkbox"/> Writing Prompt	<input type="checkbox"/> Checklist	<input type="checkbox"/> Other _____
<b>Resources/Technology Used:</b>	<input type="checkbox"/> Teacher's edition text	<input type="checkbox"/> Computer/Software	<input type="checkbox"/> Smart Board
	<input type="checkbox"/> Manipulative	<input type="checkbox"/> Computer/Internet	<input type="checkbox"/> Video Recorder
	<input type="checkbox"/> Projector	<input type="checkbox"/> Television/VCR/DVD	<input type="checkbox"/> Camera (35mm/Digital)
	<input type="checkbox"/> Calculator/Ruler	<input type="checkbox"/> Workbook/Worksheets	<input type="checkbox"/> Other _____
	<input type="checkbox"/> Knowledge	<input type="checkbox"/> Comprehension	<input type="checkbox"/> Application
	<input type="checkbox"/> Analysis		<input type="checkbox"/> Evaluation

**Target Audience for Lesson Selection Determined from Analysis of ITBS and Benchmarks (referenced on AIP)**

## White Hall Elementary Lesson Plans

Week of \_\_\_\_\_

	Math	Spelling	Activity
Monday			8:20-8:40 Pledge, Lunch Count, Journal 11:25-12:05 music 12:50-1:30 Lunch/Physical Activity Plato 845-915;130-11;145-2:15
Tuesday			8:20-8:40 Pledge, Lunch Count, Journal 9:55-10:35 Library 11:25-12:05 PE 12:50-1:30 Lunch/Physical Activity
Wednesday			8:20-8:40 Pledge, Lunch Count, Journal 11:25-12:05 Art 12:50-1:30 Lunch/Physical Activity
Thursday			8:20-8:40 Pledge, Lunch Count, Journal 11:25-12:05 PE 12:50-1:30 Lunch/Physical Activity
Friday			8:20-8:40 Pledge, Lunch Count, Journal 11:25-12:05 Art 12:50-1:30 Lunch/Physical Activity
SLE's			

***For additional information contact:***

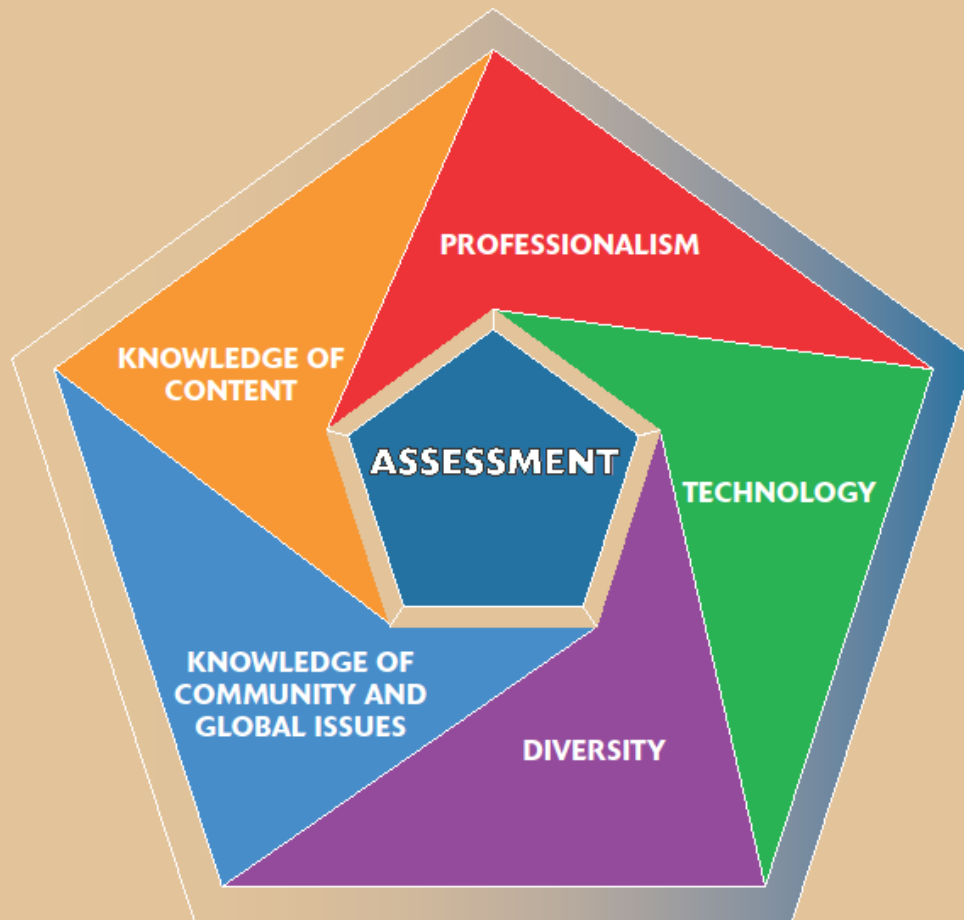
Ms. Willie Mae Nesby, Coordinator of Field Experiences  
School of Education  
Dawson-Hicks Hall, Suite 336-Room 340  
Telephone: (870) 575-8742  
Email: nesbyw@uapb.edu



# 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

## Table of Contents

Introduction.....	2
Preface.....	3
Terminology.....	4
Code of Ethics for Arkansas Educators.....	5
Child Maltreatment Form.....	7
Teacher Candidate Professional Dispositions and Skills Criteria.....	8
Statement of Philosophy.....	9
Purpose of Student Teaching.....	11
Relationship to Conceptual Framework.....	12
Student Teaching Experience.....	13
Student Teaching Site.....	14
Student Teacher Requirements.....	15
Pacing of Student Teacher Experiences.....	16
University Visitation Summary.....	17
Responsibilities of the Student Teacher.....	22
Responsibilities and Selection of the Cooperating Teacher.....	25
Responsibilities of the Building Principal.....	28
Responsibilities of the University Supervisor.....	29
Responsibilities of the Coordinator of Field Experiences.....	30
Suggestions for the Student Teacher.....	32
Potpourri.....	34
Student Teacher Attendance Policy.....	36
Appendix.....	37
Appendix A - Lesson Plan Formats.....	38
Appendix B - End of Two Weeks Evaluation.....	45
Appendix C - Summary of First Two Weeks.....	48
Appendix D - Self-Evaluations.....	51
Appendix E - Evaluation of Student Teacher by University Supervisor.....	56
Appendix F - Final Evaluation Form for Student Teacher by Cooperating Teacher.....	80
Appendix G - Professional Semester Portfolio Requirements.....	87
Appendix H - Report Absence.....	93



**(this page is intentionally blank)**

## **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:

<b>1</b>	An educator maintains a professional relationship with each student, both in and outside, the classroom.
<b>2</b>	An educator maintains competence regarding skills, knowledge and dispositions relating to his/her organizational position, subject matter, and/or pedagogical practice.
<b>3</b>	An educator honestly fulfills reporting obligations associated with professional practices.
<b>4</b>	An educator entrusted with public funds property honors that trust with honest, responsible stewardship.
<b>5</b>	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.
<b>6</b>	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 disclosure serves a professional purpose or is allowed or required by law.
<b>7</b>	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.

# 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 Phone Numbers:**

Home: \_\_\_\_\_  
 Cell: \_\_\_\_\_  
 Work: \_\_\_\_\_

\_\_\_\_\_  
 Applicant's Name (print or type)

\_\_\_\_\_  
 Social Security Number

\_\_\_\_\_  
 Maiden Name/Aliases

\_\_\_\_\_  
 Full Name and DOB children

Race \_\_\_\_\_ Age and DOB \_\_\_\_\_

\_\_\_\_\_  
 Full Name and DOB children

Present Address:  
 \_\_\_\_\_

\_\_\_\_\_  
 Full Name and DOB children

From \_\_\_\_\_ to \_\_\_\_\_

\_\_\_\_\_  
 Full Name and DOB children

Past Address:  
 \_\_\_\_\_

From \_\_\_\_\_ to \_\_\_\_\_

<b>District Contact Person</b>	<b>Phone Number</b>	<b>Fax Number</b>
--------------------------------	---------------------	-------------------

<b>School Mailing Address</b>	<b>School District</b>	<b>LEA Number</b>
-------------------------------	------------------------	-------------------

\_\_\_\_\_  
 Applicant's Signature

County of \_\_\_\_\_ State of Arkansas  
 Acknowledges before me this \_\_\_\_\_ day of \_\_\_\_\_ 20 \_\_\_\_\_.  
 My commission expires: \_\_\_\_\_

\_\_\_\_\_  
 Notary Public

**UNIVERSITY OF ARKANSAS AT PINE BLUFF**  
**School of Education**

**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 immeasurable 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.**

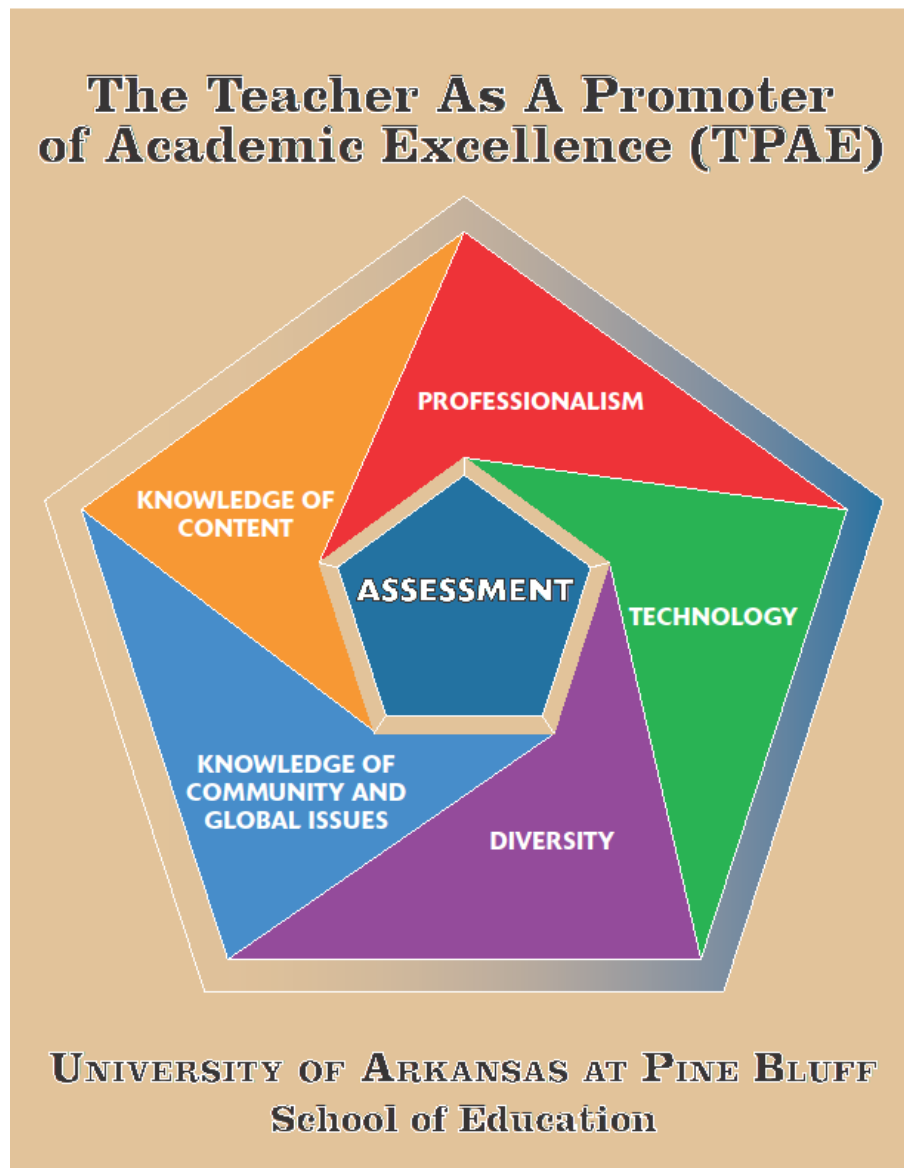
## **Purpose of Student Teaching**

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 course work 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 week. 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 pre-school 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 4<sup>th</sup> -6<sup>th</sup> grade and 7 1/2 weeks at the Junior High Level in the 7<sup>th</sup> or 8<sup>th</sup> grade.
3. Secondary Education majors will spend 7 1/2 weeks at the Junior High Level, 7<sup>th</sup> -9<sup>th</sup> grade and 7 1/2 weeks at the Senior High Level, 10<sup>th</sup> -12<sup>th</sup> 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 7<sup>th</sup>, 8<sup>th</sup>, and 9<sup>th</sup>, seven and one half weeks - senior high level e.g., grades 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup>.

## Early Childhood Education(PK-4) and Middle School (4<sup>th</sup> -8<sup>th</sup>)

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

4-8 Middle Level

- Language Arts and Social Studies  
(Seven and one half weeks in grade: 4<sup>th</sup>, 5<sup>th</sup>, or 6<sup>th</sup>; seven and one half weeks in grades 7<sup>th</sup> or 8<sup>th</sup>)
- Mathematics and Science  
(Seven and one half weeks in grade: 4<sup>th</sup>, 5<sup>th</sup>, or 6<sup>th</sup>; Seven and one half weeks in grades 7<sup>th</sup> or 8<sup>th</sup> 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:

1. Secure directions to his/her school. Allow travel time. Be punctual.
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.

## **RESPONSIBILITIES OF COORDINATOR 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 derived from 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 from 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.

## POTPOURRI

### 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

#### I. Pre-Professional Skills Test (PPST) Praxis I

TEACHING AREA		TESTS		PASSING SCORE
ALL AREAS	NAME	NUMBER	SCORES	
ALL AREAS	PPST: READING	0710	172	
ALL AREAS	PPST: WRITING	0720	173	
ALL AREAS	PPST: MATHEMATICS	0730	171	
<b>COMPUTER-BASED TEST (C-PPST) ALTERNATIVES TO PPST TESTS</b>				
ALL AREAS	C-PPST: READING	0710	172	
ALL AREAS	C-PPST: WRITING	0720	173	
ALL AREAS	C-PPST: MATHEMATICS	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**

<u>Certification Area</u>	<u>Test Title</u>	<u>Scores</u>
Agriculture Science Technology	Professional Knowledge	510
Art K-12	Art Content & Analysis	161
Business Technology	Business Education: CK	154
Coaching Endorsement	Physical Ed.: Content & Design	169
Early Childhood: P-4	Early Childhood: CK	157
English	Eng. Lang, Lit., & Comp: C& A	166
	Eng. Lang, Lit., & Comp: Pedagogy	145
Family & Consumer Science	Family & Consumer Science	153
Mid. Sch. Math/Science	Middle School Multiple Subjects:	
Mid. Sch. Lang. Art/Soc. St.	Middle School Multiple Subjects:	
	(5142 English Language Arts)	150
	(5143 Mathematics)	143
	(5144 Social Studies)	142
	(5145 Science)	143
Life/Earth Science	Biology: CK	142
	Earth Science: CK	145
	Life Science Pedagogy	146
Mathematics	Mathematics: CK	125
	Proof, Models, and Pedagogy	144
	Pedagogy	135
Physical/Earth Science	Earth Science: CK	145
	Physical Science: CK	145
	Physical Science Pedagogy	145
Physical Education P-12	Health & Physical Ed: CK	144
	Physical Ed: Content & Design	169
Music	Music: Analysis	150
	Concepts & Processes	145
	Content Knowledge	150
Social Studies	SS: Con. & Interpretation	153

## 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
  - 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

TEACHER: \_\_\_\_\_

SCHOOL: \_\_\_\_\_

SUBJECT:	Name of Lesson:	
GRADE:	PERIOD/TIME:	DATE:
Estimated Time for Unit/ Lesson ( <b>Projection</b> )	Materials Needed:	
<u>1. What are the PET lesson <b>objectives</b>/standards/<b>mastery level</b>?</u>		<u>2. What related vocabulary words or concepts will be taught?</u>
<b>3. WHAT INSTRUCTIONAL STRATEGIES TO BE UTILIZED (T20)?</b>		
<u>3a. SET/HOOK/FOCUS:</u>		<u>3b. MODELING OR OTHER STRATEGY:</u> (Specify teaching strategies.)
<u>3c. GUIDED PRACTICE/STRATEGIES:</u>		<u>INDEPENDENT PRACTICE/ASSESSMENT:</u>
<u>3d. Accomodations/Modifications for Students with IEPs</u>	<u>3e. Intervention Strategies for Any Student Who Doesn't "Get It"</u>	<u>Enrichment Activities/Assessments For Those Students Who "Get It"</u>
<u>CLOSURE/REVIEWS/SUMMARY:</u>		<u>HOMEWORK/ASSESSMENT:</u>
<u>4. What interdisciplinary activities/assessments are included?</u>		
<u>5. What materials/resources/technology will be used?</u>		
<u>6. What assessments will be used? ATTACH all assessments</u>		<b>Reflect</b> 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.*

<b>TEACHER:</b>	<b>CONTENT:</b>	<b>SCHOOL:</b>
<b>GRADE:</b>	<b>PERIOD/TIME:</b>	<b>DATE:</b>

<p><b><u>1. What are the lesson objectives and standards?</u></b>          (Reflect student learning expectations from the curriculum frameworks, course content guides, norm-referenced test, etc. and post in your classroom.)</p>	<p><b><u>2. What related vocabulary words will be used?</u></b></p>
--	---

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

<b><u>SET/HOOK/FOCUS:</u></b>	<b><u>MODELING:</u></b>
-------------------------------	-------------------------

<b><u>GUIDED PRACTICE/STRATEGIES:</u></b>	<b><u>INDEPENDENT PRACTICE/ACTIVITIES:</u></b>
---	--

<b><u>Accommodations and Modifications for Students with IEP's</u></b>	<b><u>Intervention Strategies for Any Student Who Doesn't "Get It"</u></b>	<b><u>Enrichment Activities For Those Students Who "Get It"</u></b>
--	--	---

<b><u>CLOSURE/REVIEW/SUMMARY:</u></b>	<b><u>HOMEWORK:</u></b>
---------------------------------------	-------------------------

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

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

<p><b><u>6. What assessment will be used?</u></b>          Assessments are to be created prior to planning lesson strategies. <b>ATTACH</b> assessment to this lesson plan form. (This includes sample test items and any necessary rubrics.)</p>	<p><b><i>Estimated Time for Unit/Lesson:</i></b></p>
---	--

**DOLLARWAY MIDDLE SCHOOL  
LESSON PLAN**

Teacher:  
Week of:

Subject Area:

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

<b>Instructional Methods:</b>	Monday:
<input type="checkbox"/> Bulletin Boards <input type="checkbox"/> CAI <input type="checkbox"/> Competitions <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Demonstration/Modeling <input type="checkbox"/> Discovery Learning <input type="checkbox"/> Discussion <input type="checkbox"/> Field Trips <input type="checkbox"/> Games <input type="checkbox"/> Individualized Instruction <input type="checkbox"/> Labs <input type="checkbox"/> Peer Tutoring <input type="checkbox"/> PowerPoint Presentation <input type="checkbox"/> Questioning Techniques <input type="checkbox"/> Role playing/simulation <input type="checkbox"/> Small group instruction <input type="checkbox"/> Whole group instruction <input type="checkbox"/> Other	Tuesday:
	Wednesday:
	Thursday:
	Friday

Vocabulary Used:

<b>Method of Measuring Objective(s):</b>	<input type="checkbox"/> Standardized tests	<input type="checkbox"/> Teacher observation	<input type="checkbox"/> Self-Evaluation
	<input type="checkbox"/> Teacher-made tests	<input type="checkbox"/> Group Consensus	<input type="checkbox"/> Portfolio
	<input type="checkbox"/> Text-provided Tests	<input type="checkbox"/> Rubric	<input type="checkbox"/> Learning Log
	<input type="checkbox"/> Writing Prompt	<input type="checkbox"/> Checklist	<input type="checkbox"/> Other _____
<b>Resources/Technology Used:</b>	<input type="checkbox"/> Teacher's edition text	<input type="checkbox"/> Computer/Software	<input type="checkbox"/> Smart Board
	<input type="checkbox"/> Manipulative	<input type="checkbox"/> Computer/Internet	<input type="checkbox"/> Video Recorder
	<input type="checkbox"/> Projector	<input type="checkbox"/> Television/VCR/DVD	<input type="checkbox"/> Camera (35mm/Digital)
	<input type="checkbox"/> Calculator/Ruler	<input type="checkbox"/> Workbook/Worksheets	<input type="checkbox"/> Other _____
	<input type="checkbox"/> Knowledge	<input type="checkbox"/> Comprehension	<input type="checkbox"/> Application
	<input type="checkbox"/> Analysis		<input type="checkbox"/> Evaluation

**Target Audience for Lesson Selection Determined from Analysis of ITBS and Benchmarks (referenced on AIP)**

# White Hall Elementary Lesson Plans

Week of \_\_\_\_\_

	Math	Spelling	Activity
Monday			8:20-8:40 Pledge, Lunch Count, Journal 11:25-12:05 music 12:50-1:30 Lunch/Physical Activity Plato 845-915;130-11;145-2:15
Tuesday			8:20-8:40 Pledge, Lunch Count, Journal 9:55-10:35 Library 11:25-12:05 PE 12:50-1:30 Lunch/Physical Activity
Wednesday			8:20-8:40 Pledge, Lunch Count, Journal 11:25-12:05 Art 12:50-1:30 Lunch/Physical Activity
Thursday			8:20-8:40 Pledge, Lunch Count, Journal 11:25-12:05 PE 12:50-1:30 Lunch/Physical Activity
Friday			8:20-8:40 Pledge, Lunch Count, Journal 11:25-12:05 Art 12:50-1:30 Lunch/Physical Activity
SLE's			

## **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. 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)**  
**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**



**University of Arkansas at Pine Bluff  
School of Education**

**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)**

**University of Arkansas at Pine Bluff  
School of Education**

**Form II  
Summary of First Two Weeks at Second 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**

## **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

Student Teacher:
Student Identification Number:
Semester:
School District and School Name:
Cooperating Teacher:
Grade Level/Subject:
University Supervisor:

**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:** \_\_\_\_\_

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

<b>Student Teacher Self Evaluation of Disposition Toward Teaching</b>					
<b>Classroom Management Competencies</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. Creates and maintains classroom environment conducive to learning, including standards of classroom behavior.					
2. Makes atmosphere colorful by use of student's work, bulletin board displays, etc.					
3. Provides learning experiences that encourages critical thinking, problem solving, informed decisions making, and creativity.					
4. Treats everyone with respect and fairness..					
5. Losses temper easily..					
6. Organizes instructions and activities based upon differences among learners.					
7. Can control unexpected situations.					
8. Monitors and adjust well.					
9. Handles equipment carefully.					
<b>Personal Competencies</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. Exhibits appropriate professional decorum.					
2. Reflects resourcefulness					
3. Demonstrates a multicultural perspective in selecting materials, teaching methods, and appropriate technology.					
4. Exhibits good taste in dress..					
5. Has no distracting mannerisms.					
6. Voice is clear and distinct; has good modulation and inflection..					
7. Is dependable and cooperative.					
8. Accepts constructive criticism well.					
9. Gets along well with P-12 students, other student teachers, teachers, parents, and other adults.					
10. Manages class by behavior modification rather than by force.					
<b>Professional Growth Competencies</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. Utilize a variety of technology and instructional materials including external resources, in subject delivery and understands the value in presenting the subject.					
2. Reads professional books and literature.					
3. Has a wide interest and understanding of the world.					
4. Demonstrates a desire to become a good teacher.					
5. Belongs to professional organizations.					
6. Builds and maintains professional relationships with cooperating teacher to share teaching insights and to coordinate learning activities for P-12 students.					
7. Acknowledges and knows strengths and weaknesses.					
8. Demonstrates knowledge to integrate diversity in planning.					

<b>Student Teacher Self Evaluation of Disposition Toward Teaching</b>					
<b>Professional Growth Competencies-Continues</b>	1	2	3	4	5
9. Honest desire to grow professionally.					
10. Expresses empathy and warmth in interpersonal relationships.					
11. Use technology to assess student performance and analyze effectiveness of teaching.					
12. Uses assessment data for improving instruction and learning.					
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>)					
14. Shows persistence and promptness in completion of tasks.					
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.					

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-4<sup>th</sup> 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 – 4<sup>th</sup> 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.

Criteria (NAEYC/ Pathwise)	Goal 1: Planning and Preparation NAEYC 1a, 3c, 4b, 4d Pathwise Domain A:		
	Exceeds Expectations (2 points)	Meets Expectations (1 point)	Does Not Meet Expectations (0 points)
<p><b>NAEYC—</b> <b>1a.</b> Knowing and understanding young children’s characteristics and needs. <b>PWD—</b> <b>A1.</b> Demonstrates knowledge of students (age group, diversity, interests, heritage)</p>	<p>Candidate demonstrates a clear understanding of <u>developmental characteristics of the age group, how individual children learn, children’s skills, knowledge, language proficiency, interests, and cultural heritage</u> and is able to articulate the value of this knowledge through examples.</p>	<p>Candidate has some familiarity of the <u>developmental characteristics of the age group, how individual children learn, children’s skills, knowledge, language proficiency, interests and cultural heritage</u> and provides a general explanation of why this knowledge is valuable.</p>	<p>Candidate displays little or no knowledge of the <u>developmental characteristics of the age group, how individual children learn, students’ skills, knowledge, language proficiency, children’s interests or cultural heritage</u> and does not recognize the value of this knowledge.</p>
<p><b>NAEYC</b> <b>4b.</b> Knowing understanding and using effective approaches, strategies, and tools for early education. <b>A2.</b> Selects instructional goals appropriate for lesson and students</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p><b>NAEYC</b> <b>4d.</b> Using own knowledge and other resources to design, implement and evaluate meaningful challenging curriculum to promote positive outcomes. <b>PWD</b> <b>A3.</b> Demonstrates knowledge of content by designing instruction that connects past, present, and future</p>	<p>candidate clearly explains connections between current content and past or future learning.</p>	<p>candidate is able to make some connection between current content to past and future learning, although such knowledge may be incomplete.</p>	<p>candidate is unable to design lessons that connect current content to past and future learning.</p>
<p><b>NAEYC</b> <b>4b.</b> Knowing understanding and using effective approaches, strategies, and tools for early education. <b>PWD</b> <b>A4.</b> Demonstrates knowledge of pedagogy by planning age-appropriate instructional methods and learning activities, using appropriate materials and resources</p>	<p>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.</p>	<p>candidate displays a limited range of pedagogical approaches suitable to the discipline or young children. Instruction is appropriate for most children, but is not always differentiated appropriately for groups or individual children.</p>	<p>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.</p>
<p><b>NAEYC</b> <b>3c.</b> Understanding and practicing responsible assessment. <b>PWD</b> <b>A5.</b> Assesses student learning by planning assessments appropriate for students and aligned with learning goals</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

Criteria (NAEYC/ Pathwise)	Goal 1: Planning and Preparation NAEYC 1a, 3c, 4b, 4d Pathwise Domain A (Summary of A)		
	Exceeds Expectations (2 points)	Meets Expectations (1 point)	Does Not Meet Expectations (0 points)
<b>Sub-score A</b> <b>12 points possible</b>			

**Total sub-score A** \_\_\_\_\_

**Comments:**

Criteria (NAEYC/ Pathwise)	Goal 2: The Learning Environment NAEYC 2c & 4b Pathwise Domain B		
	Exceeds Expectations (2 points)	Meets Expectations (1 point)	Does Not Meet Expectations (0 points)
<b>NAEYC</b> 2c. Involving families and communities in their children's development and learning. <b>PWD B1.</b> <i>Creates an environment that promotes fairness</i>	<i>candidate provides learning for all young children and responds to inappropriate interactions among children and encourages children to be fair to each other.</i>	<i>candidate provides equal access to instruction for most young children and sometimes responds to inappropriate interactions among children and does not allow unfair behavior.</i>	<i>candidate does not provide equal access to learning for all young children and does not respond to inappropriate interactions.</i>
<b>NAEYC</b> 2c. Involving families and communities in their children's development and learning. <b>PWD B2.</b> <i>Creates an environment of respect and rapport</i>	<i>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.</i>	<i>candidate/child interactions are generally appropriate, but may reflect occasional inconsistencies. Children demonstrate respect for one another.</i>	<i>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</i>
<b>NAEYC</b> 4a. Knowing, understanding, and using positive relationships and supportive interactions <b>PWD B3.</b> <i>Communicates challenging learning expectations</i>	<i>candidate actively encourages students to meet challenging learning expectations while conveying genuine enthusiasm for the content, and encouraging children to do the same.</i>	<i>candidate communicates to all students that s/he is capable of meeting learning expectations, and communicates the importance of the subject to young learners.</i>	<i>candidate communicates to young learners that they are incapable of learning or that the candidate's expectations for their learning is low.</i>

<p><b>NAEYC</b> 2c. Involving families and communities in their children's development and learning; 4a. Knowing, understanding, and using positive relationships and supportive interactions <b>PWD B4. Establishes and maintains consistent standards of behavior</b></p>	<p>Candidate consistently makes appropriate attempts to respond to disruptive behavior with reasonable success; standards of conduct are clear to all children.</p>	<p>Candidate makes appropriate attempts to respond to disruptive behavior. Standards of conduct appear established, and most children seem to understand them.</p>	<p>No attempt is made by the candidate to respond to disruptive behavior. Standards of conduct appear to have been established, or children are confused as to what the standards are.</p>
<p><b>NAEYC</b> 2c. Involving families and communities in their children's development and learning. <b>PWD B5. Organizes physical space for maximum learning and safety</b></p>	<p>The learning environment is safe, and learning is equally accessible to all children. Candidate uses physical resources skillfully for learning activities. Candidate ensures that the physical environment accommodates <u>all</u> children, including those with special needs. If the environment can not be manipulated, s/he effectively adjusts the learning activity to the existing environment.</p>	<p>The learning environment is safe, and essential learning is accessible to most young children. Candidate uses physical resources adequately and occasionally moves furniture to reinforce a lesson's effectiveness.</p>	<p>The physical learning environment is unsafely arranged for young children, and learning is not accessible to some of the children. The furniture arrangement hinders the learning activities, or the candidate makes poor use of physical resources.</p>
<p><i>Criteria (NAEYC/ Pathwise)</i></p>	<p>Goal 2: The Learning Environment NAEYC 2c &amp; 4b Pathwise Domain B (Summary of B)</p>		
	<p><b>Exceeds Expectations (2 points)</b></p>	<p><b>Meets Expectations (1 point)</b></p>	<p><b>Does Not Meet Expectations (0 points)</b></p>
<p><b>Sub-score B 14 points possible</b></p>			

**Total sub-score B: \_\_\_\_\_**

**Comments:**

<p><i>Criteria (NAEYC/ Pathwise)</i></p>	<p>Goal 3: Instruction NAEYC 1b, 3b, 3c, 3d, 4b, 4c, 4d, 5b Pathwise Domain C</p>		
	<p><b>Exceeds Expectations (2 points)</b></p>	<p><b>Meets Expectations (1 point)</b></p>	<p><b>Does Not Meet Expectations (0 points)</b></p>

<p><b>NAEYC</b>  <b>1b.</b> Knowing and understanding the multiple influences on development and learning.  <b>4b.</b> Knowing understanding and using effective approaches, strategies, and tools for early education.  <b>4c.</b> Knowing and understanding, the importance, central concepts, inquiry tools, and structures of content areas or academic disciplines.  <b>PWD C1.</b> <i>Communicates learning goals and instructional procedures</i></p>	<p><i>he candidate's learning goals, instructional procedures and directions are clear to all children.</i></p>	<p><i>he 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.</i></p>	<p><i>_____The children are not given clear accurate information about the lesson, and many seem confused about what they are supposed to do.</i></p>
<p><b>NAEYC</b>  <b>4c.</b> Knowing and understanding, the importance, central concepts, inquiry tools, and structures of content areas or academic disciplines.  <b>4d.</b> Using own knowledge and other resources to design, implement and evaluate meaningful challenging curriculum to promote positive outcomes.  <b>PWD C2.</b>  <i>Makes content comprehensible to students (coherent structure, makes material relevant to students)</i></p>	<p><i>_____The content is accurate, comprehensible to the children, AND the lesson as a whole has a logical and coherent structure.  _____Candidate connects content to the children's prior knowledge and experience.</i></p>	<p><i>_____The content is accurate and appears to be comprehensible to the children  _____Candidate sporadically connects the content to children's prior knowledge or experiences.</i></p>	<p><i>_____The content appears to be incomprehensible to the children; OR the lesson contains substantive inaccuracies.  candidate does not attempt to connect the content to the child's prior knowledge..</i></p>
<p><b>NAEYC</b>  <b>4b.</b> Knowing understanding and using effective approaches, strategies, and tools for early education.  <b>4c.</b> Knowing and understanding, the importance, central concepts, inquiry tools, and structures of content areas or academic disciplines.  <b>PWD C3.</b>  <i>Extends student thinking</i></p>	<p><i>candidate asks children to move beyond the basic facts of the lesson to think independently, creatively, or critically about the content being taught.  candidate asks open-ended, high level questions <b>and</b> allows adequate time for children to respond.</i></p>	<p><i>candidate provides limited opportunities for children to move beyond the basic facts to think independently, creatively, or critically about the content being taught.  candidate asks questions which are high and low level <b>OR</b> does not consistently allow children adequate time for a response.</i></p>	<p><i>Candidate discourages children from thinking independently, creatively, or critically.  candidate uses low level questions and does not provide time for children to think critically.</i></p>
<p><b>NAEYC</b>  <b>3b.</b> Knowing about and using observation, documentation, and other appropriate assessment tools and approaches  <b>3c.</b> Understanding and practicing responsible assessment.  <b>3d.</b> Knowing about assessment partnership with families and other professionals.  <b>PWD C4.</b>  <i>Monitors learning, provides feedback, and adjusts learning activities to meet the needs of all young children.</i></p>	<p><i>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</i></p>	<p><i>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.</i></p>	<p><i>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.</i></p>

<p><b>NAEYC</b> 3b. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches <b>PWD C5.</b> <i>Uses instructional time effectively</i></p>	<p><i>Conducts any necessary non-instructional procedures efficiently; pacing of the lessons is appropriate for most children.</i></p>	<p><i>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.</i></p>	<p><i>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.</i></p>
<p><b>NAEYC</b> 5b. Knowing about and upholding ethical standards and other professional guidelines. <b>PWD</b> C6. <i>Communicates clearly and accurately (in speaking and writing), encouraging children to communicate effectively</i></p>	<p>____ Candidate's spoken and written language is clear: children are assisted with reading, writing, speaking, and listening skills.</p>	<p>____ 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.</p>	<p>____ 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.</p>
<p><b>NAEYC</b> 4b. Knowing understanding and using effective approaches, strategies, and tools for early education. <b>PWD</b> C7. <i>Integrates technology into the instruction of young children.</i></p>	<p>____ Candidate effectively applies technology for record-keeping for children's learning progress, for developing assessment resources and rubrics, <b>and</b> for planning and presenting lessons.</p>	<p>____ Candidate effectively applies technology for record-keeping for children's learning progress, for developing assessment resources and rubrics, <b>or</b> for planning and presenting lessons.</p>	<p>____ Candidate <b>does not</b> apply technology for record-keeping of children's learning processes, for developing assessment resource materials and scoring rubrics, or for planning and presenting lessons.</p>
<p><b>NAEYC</b> 3b. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches 3c. Understanding and practicing responsible assessment. <b>PWD</b> C8. <i>Impacts children's learning evidenced by formative/ summative assessments</i></p>	<p>____ Due to candidate's level of effectiveness there is evidence of consistent child progress toward learning goals.</p>	<p>____ Due to the candidate's level of effectiveness there is evidence of child progress towards learning goals.</p>	<p>____ Due to the candidate's ineffectiveness there is a general lack of child's progress toward learning goals.</p>
<p><b>Sub-score C</b> <b>20 points possible</b></p>			

**Total sub-score C:** \_\_\_\_\_

**Comments:**

<p><i>Criteria (NAEYC/ Pathwise)</i></p>	<p style="text-align: center;">Goal 3: Instruction NAEYC 1b, 3b, 3c, 3d, 4b, 4c, 4d, 5b Pathwise Domain C <b>(Summary of C)</b></p> <p style="text-align: center;"> <b>Does Not Meet Expectations (0 points)</b>      <b>Meets Expectations (1 point)</b>      <b>Exceeds Expectations (2 points)</b> </p>		
--	--	--	--

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)
<p><b>NAEYC</b> 5d. Integrating knowledgeable, reflective and critical perspectives on early education. <b>PWD D1. Reflects on teaching</b></p>	<p><i>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.</i> <i>candidate describes how to apply this experience in future instruction, making specific suggestions for improvement or alternate strategies.</i></p>	<p><i>candidate accurately describes the strengths and weaknesses of the lesson in relation to the learning goals.</i> <i>candidate describes in general terms how s/he could use the experience from the lesson for improvement in future instruction.</i></p>	<p><i>candidate cannot accurately identify strengths and weaknesses of the lesson relation to the learning goals.</i> <i>Candidate cannot propose ideas for improvement.</i></p>
<p><b>NAEYC</b> 5e. Engaging in informed advocacy for children and the profession. <b>PWD</b> D2. <i>Demonstrates a sense of efficacy (responsibility for child's learning)</i></p>	<p><i>candidate suggests specific, practical actions that s/he intends to take to address the specific learning needs of the children..</i> <i>candidate takes responsibility for student successes and failures.</i></p>	<p><i>candidate attempts to find ways to address the specific learning needs of students ,and can suggest practical actions that have already been tried.</i> <i>candidate takes responsibility for success of students but attributes failure to outside factors.</i></p>	<p><i>candidate makes no attempt to address the specific learning needs of students.</i> <i>candidate attributes failure and success of students to outside factors.</i></p>
<p><b>NAEYC</b> 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. <b>PWD</b> D3. <i>Builds professional relationships</i></p>	<p><i>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.</i></p>	<p><i>candidate demonstrates knowledge of resources available through colleagues in the district and in the community.</i></p>	<p><i>candidate demonstrates no knowledge of resources available through colleagues in the district or in the community.</i></p>
<p><b>NAEYC</b> 2b. Supporting and empowering families and communities through respectful, reciprocal relationship. 2c. Involving families and communities in their children's development and learning. <b>PWD</b> D4. <i>Communicates with families/caregivers and communities – must be two-way communication</i></p>	<p><i>candidate demonstrates knowledge of forms of <b>two-way</b> 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.</i></p>	<p><i>candidate demonstrates knowledge of forms of <b>two-way</b> communication that s/he can use to communicate with parents or guardians of children for various purposes.</i></p>	<p><i>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.</i></p>

<p><b>NAEYC</b> 5b. Knowing about and upholding ethical standards and other professional guidelines.</p> <p><b>PWD</b> D5. Maintains accurate records</p>	<p><i>candidate's system for monitoring and maintaining accurate records is effective; the confidentiality of children's records is guarded.</i></p>	<p><i>candidate's system for maintaining records is effective; maintains inconsistent confidentiality of children's records.</i></p>	<p><i>candidate has no system for keeping accurate records, resulting in errors and confusion; does not maintain confidentiality of children's records.</i></p>
<p><i>Criteria (NAEYC/ Pathwise)</i></p>	<p><b>Goal 4: Professional Responsibilities</b> NAEYC 2b, 2c, 5a, 5b, 5c, 5d, 5e Pathwise Domain D (Summary of D)</p>		
	<p>Exceeds Expectations (2 points)</p>	<p>Meets Expectations (1 point)</p>	<p>Does Not Meet Expectations (0 points)</p>
<p><b>NAEYC</b> 5d. Integrating knowledgeable, reflective and critical perspectives on early education.</p> <p><b>PWD</b> D6. Grows and develops professionally (service, memberships, use of research)</p>	<p><i>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.</i> <i>candidate welcomes feedback from supervisors and colleagues.</i></p>	<p><i>candidate participates in professional development activities when participation is convenient or required; maintains a professional growth plan but does not follow the plan.</i> <i>candidate accepts, with some reluctance, feedback from supervisors and colleagues.</i></p>	<p><i>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.</i> <i>candidate resists feedback on teaching performance.</i></p>
<p><b>NAEYC</b> 5a. Identifying and involving oneself with the early childhood field. 5b. Knowing about and upholding ethical standards and other professional guidelines.</p> <p><b>PWD</b> D7. Professionalism demeanor (adheres to school policies, dresses and behaves in professional manner)</p>	<p><i>candidate's professionalism is appropriate (including dress, attitude and behavior); all school and district policies and procedures.</i></p>	<p><i>candidate's professionalism is generally appropriate (including dress, attitude and behaviors); behavior adhere to all school and district policy and procedure guidelines..</i></p>	<p><i>candidate displays a lack of professionalism (including dress, attitude and behaviors); is often in violation of school or district policies and procedures.</i></p>
<p><b>Sub-score D 20 points possible</b></p>			

**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)**

POINT SUMMARY		
CRITERIA (NAEYC/Pathwise)	Pts. Possible	Pts. Scored
1, 4/A	12	
1, 2, 4/B	14	
1, 2, 3, 4/C	20	
5/D	20	
Total	66	

Composite summary comments:

**Signatures:**

Candidate : \_\_\_\_\_ Date: \_\_\_\_\_

Cooperating Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

University Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

**UNIVERSITY OF ARKANSAS AT PINE BLUFF  
SCHOOL OF EDUCATION  
Evaluation of Middle Level Student Teacher  
(Professional Semester Rubric)**

**This rubric is to assess knowledge, skills, and dispositions of middle level student teachers a 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=81-92-81

1=80 or less points

Student Teacher: \_\_\_\_\_ Candidate's ID # \_\_\_\_\_

Subject: \_\_\_\_\_ 4<sup>th</sup>-8<sup>th</sup> 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)**

1	2	3	4	
				<ul style="list-style-type: none"> <li>• Organizes instruction and activities based upon differences among learners. (T-PAE Professionalism)</li> <li>• Uses depth and breadth of content knowledge in ways that maximize student learning. (NMSA Standard 4.1)</li> <li>• (Comments): _____</li> </ul>
				<ul style="list-style-type: none"> <li>• Articulates clear learning goals for the lesson that are developmentally appropriate. (T-PAE Professionalism)</li> <li>• Uses effective content specific teaching and assessment strategies. (NMSA Standard 4.2)</li> <li>• (Comments): _____</li> </ul>
				<ul style="list-style-type: none"> <li>• Reflects on the extent to which the learning goals were met in today's lesson. (T-PAE Professionalism)</li> <li>• Is committed to the importance of integrating content. (NMSA Disposition 4.2)</li> <li>• (Comments): _____</li> </ul>
				<ul style="list-style-type: none"> <li>• 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)</li> <li>• 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)</li> <li>• (Comments): _____</li> </ul>
				<ul style="list-style-type: none"> <li>• 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)</li> <li>• Incorporates technology in planning, integrating, implementing and assessing curriculum and student learning. (NMSA Standard 3.9)</li> <li>• Values the integration of state-of-the-art technologies and literacy skills in all teaching fields. (NMSA Disposition 4.4)</li> <li>• (Comments): _____</li> </ul>
				<ul style="list-style-type: none"> <li>• Provides learning experiences that encourage critical thinking, problem solving, informed decision making, and creativity. (T-PAE Professional Education)</li> <li>• 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)</li> <li>• Engages in activities designed to extend knowledge in mathematics and science or language arts and social studies. (NMSA Standard 4.6)</li> <li>• (Comments): _____</li> </ul>

			<ul style="list-style-type: none"> <li>Creates a climate that provides opportunities for student-student interactions as well as teacher-student interactions. (T-PAE Professionalism)</li> <li>Believes in the philosophical foundations that support developmentally responsive and socially equitable programs for all young adolescents. (NMSA Disposition 2.1)</li> <li>Is committed to the application of middle level philosophical foundations in their practice. (NMSA Disposition 2.2)</li> </ul> (Comments): _____
			<ul style="list-style-type: none"> <li>Creates and maintains classroom environment conducive to learning, including standards of classroom behavior. (T-PAE Professionalism)</li> <li>Is supportive of organizational components that maximize student learning. (NMSA Disposition 2.3)</li> </ul> (Comments): _____
			<ul style="list-style-type: none"> <li>Moves around the room when teaching--strategic positioning. (T-PAE Professionalism)</li> <li>Is supportive of organizational components that maximize student learning. (NMSA Disposition 2.3)</li> </ul> (Comments): _____
			<ul style="list-style-type: none"> <li>Makes smooth transition from one activity to another activity. (T-PAE Professionalism)</li> <li>Values the need for providing and maintaining environments that maximize student learning. (NMSA Disposition 5.2)</li> </ul> (Comments): _____
			<ul style="list-style-type: none"> <li>Has attention of class before beginning lesson and has eye contact with students throughout the lesson-(aware of total situation). (T-PAE Professionalism)</li> <li>Implements developmentally responsive practices and components that reflect the philosophical foundations of middle level education. (NMSA Standard 2.4)</li> </ul> (Comments): _____
			<ul style="list-style-type: none"> <li>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)</li> <li>Uses current knowledge and standards from multiple subject areas in planning, integrating, and implementing curriculum. NMSA Standard 3.2)</li> <li>Views all areas of knowledge as important. (NMSA Disposition 3.2)</li> </ul> (Comments): _____
			<ul style="list-style-type: none"> <li>Incorporates the ideas, interests, and experiences of all young adolescents in curriculum. (NMSA Standard 3.3)</li> <li>Teach curriculum in ways that encourage all young adolescents to observe, question, and interpret knowledge and ideas from diverse perspectives. (NMSA Standard 3.5)</li> </ul> (Comments): _____
			<ul style="list-style-type: none"> <li>Uses multiple assessment strategies that effectively measure student mastery of the curriculum. (NMSA Standard 3.8)</li> <li>Realizes the importance of connecting curriculum and assessment to the needs, interests, and experiences of all young adolescents. (NMSA Disposition 3.4)</li> <li>Values the importance of ongoing curriculum assessment and revision. (NMSA Disposition 3.3)</li> </ul> (Comments): _____
			<ul style="list-style-type: none"> <li>Uses a variety of teaching/learning strategies and resources that motivate young adolescents to learn. (NNSA 5.1)</li> <li>Creates learning experiences that encourage exploration and problem solving so all young adolescents can be actively engaged in learning. (NMSA 5.2)</li> <li>Appreciates the importance of teaching strategies that are current and supported by research and successful practices. (NMSA Disposition 5.7)</li> <li>Is committed to implementing an integrated curriculum that accommodates and supports the learning of all young adolescents. (NMSA Disposition 3.5)</li> </ul> (Comments): _____
			<ul style="list-style-type: none"> <li>Plans effective instruction individually and with colleagues. (NMSA 5.3)</li> <li>Realizes the importance of basing instruction on assessment results. (NMSA Disposition 5.6)</li> </ul> (Comments): _____

				<ul style="list-style-type: none"> <li>Establishes equitable, caring, and productive learning environments for all young adolescents. (NMSA 5.6)</li> <li>Employs fair, effective, developmentally responsive classroom management techniques. (NMSA 5.7)</li> <li>Values the need for providing and maintaining environments that maximize student learning (NMSA Disposition 5.2)</li> </ul> (Comments): _____
				<ul style="list-style-type: none"> <li>Implements a variety of developmentally responsive assessment measures (e.g., portfolios, authentic assessments, student self-evaluation). (MNSA 5.8)</li> <li>Maintains useful records and creates an effective plan for evaluation of student work and achievement. (NMSA 5.9)</li> <li>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)</li> </ul> (Comments): _____
				<ul style="list-style-type: none"> <li>Communicates assessment information knowledgeably and responsibly to students, families, educators, community members, and other appropriate audiences. (NMSA 5.10)</li> </ul> (Comments): _____
<b>Section I Points:</b>			COMMENTS:	

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

1	2	3	4	
				<ul style="list-style-type: none"> <li>Teacher Candidate shows respect for diverse talents of all learners and is committed to helping them develop self-confidence and competence. (T-PAE Diversities)</li> <li>Is positive and enthusiastic about all young adolescents. (NMSA Disposition 1.1)</li> </ul> (Comments): _____
				<ul style="list-style-type: none"> <li>Demonstrates a multicultural perspective in selecting materials, teaching methods, and appropriate technology. (T-PAE Diversities)</li> <li>Believes that diversity among all young adolescents is an asset. (NMSA Disposition 1.6)</li> </ul> (Comments): _____
				<ul style="list-style-type: none"> <li>Uses appropriate services or resources to meet exceptional learning needs. (T-PAE Diversities)</li> <li>Holds high, realistic expectations for the learning and behavior of all young adolescents. (NMSA Disposition 1.3)</li> </ul> (Comments): _____
				<ul style="list-style-type: none"> <li>Establishes and maintains an environment of respect and rapport with all students. (T-PAE Diversities)</li> <li>Establishes close, mutually respectful relationships with all young adolescents that support their intellectual, ethical, and social growth. (NMSA 1.1)</li> </ul> (Comments): _____
				<ul style="list-style-type: none"> <li>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.</li> <li>Respects and appreciates the range of individual developmental differences of all young adolescents. (NMSA 1.2)</li> <li>Believes that his/her role includes helping all young adolescents develop to their full potential. (NMSA Disposition 1.7)</li> </ul> (Comments): _____
				<ul style="list-style-type: none"> <li>Encourages students to develop and have confidence in their own ability to think independently, creatively, or critically. (T-PAE Diversities)</li> <li>Creates positive, productive learning environments where developmental differences are respected and supported and individual potential is encouraged. (NMSA 1.3)</li> <li>Respects and appreciates the range of individual developmental differences of all young adolescents. (NMSA 1.2)</li> <li>Believes that all young adolescents can learn and accepts responsibility to help them do so. (NMSA Disposition 1.4)</li> </ul> (Comments): _____

				<ul style="list-style-type: none"> <li>Encourages students to participate in the activities of class and respects their contributions. (T-PAE Diversities)</li> <li>Believes that all young adolescents can learn and accepts responsibility to help them do so. (NMSA Disposition 1.4)</li> </ul> (Comments): _____
				<ul style="list-style-type: none"> <li>Respects students as individuals with differing personal and family backgrounds and various skills, talents, and interests.</li> <li>Respects all young adolescents and their families. (NMSA Disposition 6.1)</li> </ul> (Comments): _____
				<ul style="list-style-type: none"> <li>Establishes respectful and productive relationships with family and community members that maximize student learning and well being. (NMSA 6.1)</li> <li>Respects all young adolescents and their families. (NMSA Disposition 6.1)</li> <li>Realizes the importance of privacy and confidentiality of information when working with family members. es the variety of resources available in communities. (NMSA Disposition 6.3)</li> </ul> (Comments): _____
				<ul style="list-style-type: none"> <li>Identifies and uses community resources to foster student learning. (NMSA 6.4)</li> <li>Realizes and values the importance of communicating effectively with family and community members. (NMSA Disposition 6.7)</li> <li>Accepts the responsibility of working with family and community members to increase student welfare and learning. (NMSA Disposition 6.8)</li> </ul> (Comments): _____
				<ul style="list-style-type: none"> <li>Participates in activities designed to enhance educational experiences and transcend the school campus. (NMSA 6.5)</li> <li>Values the variety of resources available in the communities. (NMSA Disposition 6.3)</li> <li>Accepts the responsibility of working with family and community members.</li> </ul> (Comments): _____
				<ul style="list-style-type: none"> <li>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). (NMSA 6.6)</li> </ul> (Comments): _____
				<ul style="list-style-type: none"> <li>Demonstrates the ability to participate in parent conferences. (NMSA 6.7)</li> <li>Values and appreciates all young adolescents regardless of family circumstances, community environment, health, and/or economic conditions. (NMSA Disposition 6.5)</li> </ul> (Comments): _____
<b>Section II</b>			<b>POINTS:</b>	<b>COMMENTS:</b>

### III. Professionalism. (Aligned With NMSA Standards and Dispositions)

1	2	3	4	
				<ul style="list-style-type: none"> <li>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)</li> <li>Believes that their professional responsibilities extend beyond the classroom and school (e.g., advisory committees, part-teacher organizations) (NMSA Disposition 7.3)</li> </ul> (Comments): _____
				<ul style="list-style-type: none"> <li>Uses technology to assess student performance and analyze effectiveness of teaching. (T-PAE Professionalism)</li> <li>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)</li> </ul> (Comments): _____

				<ul style="list-style-type: none"> <li>Communicates effectively both written and orally (shows and tells how students are expected to participate in learning activities). (T-PAE Professionalism)</li> </ul> (Comments): _____
				<ul style="list-style-type: none"> <li>Builds and maintains professional relationships with cooperating teacher to share teaching insights and to coordinate learning activities for students. (T-PAE Professionalism)</li> <li>Perceives himself/herself as a member of the larger learning community. (NMSA Disposition 7.2)</li> </ul> (Comments): _____
				<ul style="list-style-type: none"> <li>Utilizes a variety of technology and instructional materials including external resources, in subject delivery and understands the value in presenting the subject. (T-PAE Professionalism)</li> <li>Models positive attitudes and appropriate attitudes and appropriate behaviors for all young adolescents. (NMSA 7.1)</li> </ul> (Comments): _____
				<ul style="list-style-type: none"> <li>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 Professionalism)</li> <li>Believes in maintaining high standards of ethical behavior and professional competence. (NMSA Disposition 7.4)</li> </ul> (Comments): _____
				<ul style="list-style-type: none"> <li>Uses assessment data for improving instruction and learning. (T-PAE Professionalism)</li> <li>Realizes the importance of basing instruction on Assessment results. (NMSA Disposition 5.6)</li> </ul> (Comments): _____
				<ul style="list-style-type: none"> <li>Shows persistence and promptness in completion of tasks. (T-PAE Professionalism)</li> </ul> (Comments): _____
				<ul style="list-style-type: none"> <li>The Teacher values professional development. (T-PAE Professionalism)</li> <li>Participates in professional development activities that increase their knowledge of effective teaching/learning strategies. (NMSA 5.5)</li> <li>Reads professional literature, consult with colleagues, maintains currency with a range of technologies, and seeks resources to enhance their professional competence. (NMSA 7.5)</li> <li>Values learning as a life-long process.</li> </ul> (Comments): _____
<b>Section III Points:</b>			<b>COMMENTS:</b>	

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

				<ul style="list-style-type: none"> <li>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)</li> <li>Acts as advocate for all young adolescents in the school community (NMSA 6.2)</li> <li>Values and appreciate all young adolescents regardless of family circumstances, community environment, health, and/or economic conditions.</li> </ul> (Comments): _____
				<ul style="list-style-type: none"> <li>Teacher candidate plans student learning activities that foster a sense of self-worth and self-identity. (T-PAE Community and Global Issues)</li> <li>Values the enrichment of leaning that comes from the diverse backgrounds, values, skills, talents and interests of all young adolescents and their families. (NMSA Disposition 6.6)</li> </ul> (Comments): _____

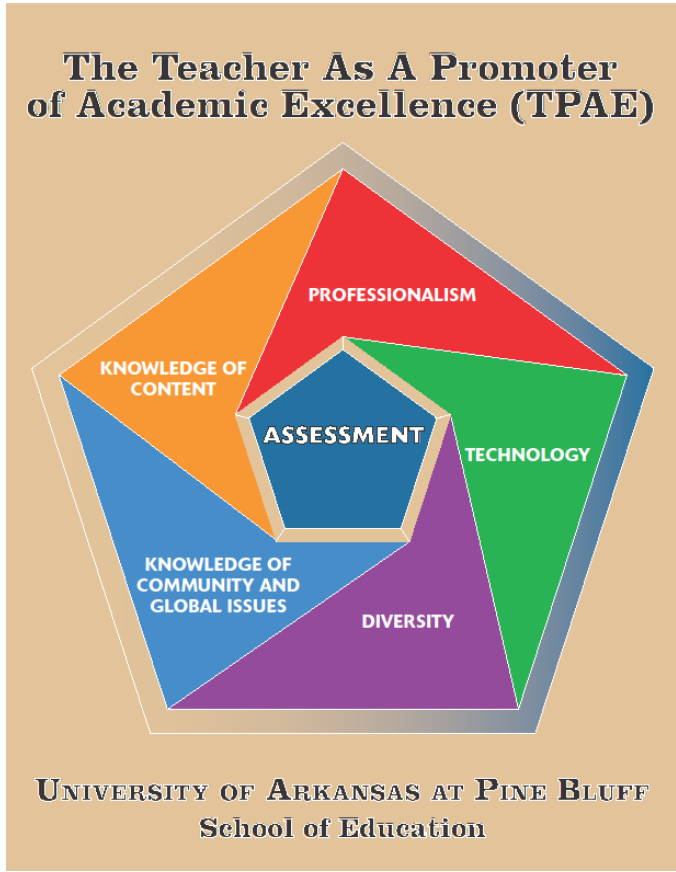
				<ul style="list-style-type: none"> <li>• Teacher candidate provides for a classroom setting and designs lessons that demonstrate knowledge of how to access community resources to assist youth and families. (T-PAE Community and Global Issues)</li> <li>• Is committed to helping family members become aware of how and where to receive assistance when need. (NMSA Disposition 6.4) (Comments): _____</li> </ul>
				<ul style="list-style-type: none"> <li>• 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)</li> <li>• 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).</li> </ul>
<b>Section IV Points:</b>			<b>COMMENTS:</b>	

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: \_\_\_\_\_ Cooperating 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***

1 2 3 4



				<ul style="list-style-type: none"> <li>Organizes instruction and activities based upon differences among learners. (Comments): _____</li> </ul>
				<ul style="list-style-type: none"> <li>Articulates clear learning goals for the lesson that are developmentally appropriate. (Comments): _____</li> </ul>
				<ul style="list-style-type: none"> <li>Reflects on the extent to which the learning goals were met in today's lesson. (Comments): _____</li> </ul>
				<ul style="list-style-type: none"> <li>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): _____</li> </ul>
				<ul style="list-style-type: none"> <li>Uses technology as a tool for instruction and assessment of student performance that meets individual and group needs and analyzes effectiveness of teaching, (Comments): _____</li> </ul>
				<ul style="list-style-type: none"> <li>Provides learning experiences that encourage critical thinking, problem solving, informed decision making, and creativity. (Comments): _____</li> </ul>
				<ul style="list-style-type: none"> <li>Creates a climate that provides opportunities for student-student interactions as well as teacher-student interactions. (Comments): _____</li> </ul>
				<ul style="list-style-type: none"> <li>Creates and maintains classroom environment conducive to learning, including standards of classroom behavior. (Comments): _____</li> </ul>
				<ul style="list-style-type: none"> <li>Moves around the room when teaching-strategic positioning. (Comments): _____</li> </ul>
				<ul style="list-style-type: none"> <li>Makes smooth transition from one activity to another activity. (Comments): _____</li> </ul>
				<ul style="list-style-type: none"> <li>Has attention of class before beginning lesson and has eye contact with students throughout the lesson-(aware of total situation). (Comments): _____</li> </ul>
				<ul style="list-style-type: none"> <li>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): _____</li> </ul>
<b>Section I</b>				COMMENTS:
<b>Points:</b>				

**II. Diversity: *Human Relations Skills; Respect for Human Dignity; and Appreciation for Cultural Diversity.***  
1    2    3    4

				<ul style="list-style-type: none"> <li>Teacher Candidate shows respect for diverse talents of all learners and is committed to helping them develop self-confidence and competence. (Comments): _____</li> </ul>
				<ul style="list-style-type: none"> <li>Demonstrates a multicultural perspective in selecting materials, teaching methods, and appropriate technology. (Comments): _____</li> </ul>
				<ul style="list-style-type: none"> <li>Uses appropriate services or resources to meet exceptional learning needs. (Comments): _____</li> </ul>
				<ul style="list-style-type: none"> <li>Establishes and maintains an environment of respect and rapport with all students. (Comments): _____</li> </ul>
				<ul style="list-style-type: none"> <li>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): _____</li> </ul>
				<ul style="list-style-type: none"> <li>Encourages students to develop and have confidence in their own ability to think independently, creatively, or critically. (Comments): _____</li> </ul>
				<ul style="list-style-type: none"> <li>Encourages students to participate in the activities of class and respects their contributions. (Comments): _____</li> </ul>
				<ul style="list-style-type: none"> <li>Respects students as individuals with differing personal and family backgrounds and various skills, talents, and interests. (Comments): _____</li> </ul>
<b>Section II</b>			<b>POINTS:</b>	<b>COMMENTS:</b>

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

1	2	3	4	
				<ul style="list-style-type: none"> <li>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): _____</li> </ul>
				<ul style="list-style-type: none"> <li><b>Uses technology to assess student performance and analyze effectiveness of teaching.</b> (Comments): _____</li> </ul>
				<ul style="list-style-type: none"> <li><b>Communicates effectively both written and orally (show and tell how students are expected to participate in learning activities).</b> (Comments): _____</li> </ul>
				<ul style="list-style-type: none"> <li>Builds and maintains professional relationships with cooperating teacher to share teaching insights and to coordinate learning activities for students. (Comments): _____</li> </ul>
				<ul style="list-style-type: none"> <li>Utilizes a variety of technology and instructional materials including external resources, in subject delivery and understands the value in presenting the subject. (Comments): _____</li> </ul>
				<ul style="list-style-type: none"> <li>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): _____</li> </ul>

				<ul style="list-style-type: none"> <li>• Uses assessment data for improving instruction and learning. (Comments): _____</li> </ul>
				<ul style="list-style-type: none"> <li>• Shows persistence and promptness in completion of tasks. (Comments): _____</li> </ul>
				<ul style="list-style-type: none"> <li>• The Teacher values professionalism. (Comments): _____</li> </ul>
<b>Section III</b>	<b>Points:</b>	<b>COMMENTS:</b>		

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

**1      2      3      4**

				<ul style="list-style-type: none"> <li>• 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): _____</li> </ul>
				<ul style="list-style-type: none"> <li>• <b>Teacher candidate plans student learning activities that foster a sense of self-worth and self-identity.</b> (Comments): _____</li> </ul>
				<ul style="list-style-type: none"> <li>• <b>Teacher candidate provides for a classroom setting and designs lessons that demonstrate knowledge of how to access community resources to assist youth and families.</b> (Comments): _____</li> </ul>
				<ul style="list-style-type: none"> <li>• 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): _____</li> </ul>
<b>Section IV</b>	<b>Points:</b>	<b>COMMENTS:</b>		

**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

### Knowledge of Content

	poor/unacceptable (1 point)	weak/needs improvement (2 points)	satisfactory/acceptable (3 points)	strong/highly competent (4 points)
Candidate demonstrates knowledge of , and skills in the use of, the English language (NCTE 3.1)				
Candidate demonstrates knowledge of the practices of oral, visual and written literacy (NCTE 3.2)				
Candidate demonstrates knowledge of reading processes (NCTE 3.3)				
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)				
Candidate demonstrates knowledge of different composing processes (NCTE 3.4)				
Candidate demonstrates 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)				
<b>Total Points</b>				

### Professionalism

	poor/unacceptable (1 point)	weak/needs improvement (2 points)	satisfactory/acceptable (3 points)	strong/highly competent (4 points)
Candidate uses ELA extensively and creatively to help students become more familiar with their own and others' cultures (NCTE 2.2)				
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)				
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)				
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)				
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)				
<b>Total Points</b>				
<b>Diversities</b>				
	poor/unacceptable (1 point)	weak/needs improvement (2 points)	satisfactory/acceptable (3 points)	strong/highly competent (4 points)
Candidate creates and sustains an inclusive and supportive learning environment in which all students can engage in learning (NCTE 2.1)				
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)				
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)				

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)				
<b>Total Points</b>				

<b>Community and Global Issues</b>			
	weak/unacceptable (1 point)	satisfactory/acceptable (3 points)	strong/target (4 points)
Candidate makes meaningful and creative connections between the ELA curriculum and developments in culture, society and education (NCTE 2.5)			
<b>Total Points</b>			

<b>Professionalism</b>			
	weak/unacceptable (1 point)	satisfactory/acceptable (3 points)	Strong/highly competent (4 points)
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)			
<b>Total Points</b>			

<b>Assessment</b>			
	weak/unacceptable (1 point)	satisfactory/acceptable (3 points)	strong/target (4 points)
Candidate designs and implements instruction and assessment that assist students in developing habits of critical thinking (NCTE 2.4)			

Candidate integrates assessment consistently into instruction by: <ol style="list-style-type: none"> <li>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</li> <li>interpreting the individual and group results of any assessments and drawing upon a variety of information in these assessments to inform instruction</li> <li>assisting all students in becoming monitors of their own work and growth in speaking, listening, writing, reading, enacting, and viewing; and</li> <li>explaining to students, parents, and others concerned with education how students are assessed (NCTE 4.10)</li> </ol>			
<b>Total Points</b>			
<b>Technology</b>			
	weak/unacceptable (1 point)	satisfactory/acceptable (3 points)	strong/target (4 points)
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)			
<b>Total Points</b>			

**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**

Student Teacher \_\_\_\_\_  
Last
First
Middle

Cooperating School \_\_\_\_\_ Location \_\_\_\_\_

Cooperating Teacher \_\_\_\_\_ University Supervisor \_\_\_\_\_

\_\_\_\_\_ 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.

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  
 3=Satisfactory/Acceptable

2=Weak/Needs Improvement  
 1=Poor/Unacceptable

<b>1. PERSONAL QUALITIES</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
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 <ul style="list-style-type: none"> <li>1. Punctuality</li> <li>2. Care of Materials</li> <li>3. Attendance</li> <li>4. Initiative</li> <li>5. Dependable &amp; Cooperative</li> <li>6. Accepts non-instructional duties</li> </ul>				
E. Professional Improvement <ul style="list-style-type: none"> <li>1. Participates in professional development</li> <li>2. Accepts constructive criticism well</li> <li>3. Ability to identify own strengths and weaknesses</li> <li>4. Is a member of professional organizations</li> </ul>				

<b>2. CLASSROOM MANAGEMENT</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
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 classrooms 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				

<b>3. MATERIALS AND MEDIA</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
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				

<b>4. Diversities</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Communicating with parents:</b>				
A. Presents student performance information accurately				
B. Relates well to people, respects them and gains their respect				
<b>Communicating with school personnel:</b>				
A. Establishes and maintains cooperation with school personnel				
B. Cooperates in professional relationships				
C. Attempts to provide success in some areas for every student				
D. Ask questions on various cognitive levels and response levels				
E. Anticipates student difficulty; corrects mistakes in constructive way				
F. Praises and encourages students for doing good work				
<b>Language Facility:</b>				
A. Diction (enunciation)				
B. Spelling				
C. Grammar				
D. Handwriting				
E. Oral Expression				
F. Listening				

<b>5. ASSESSMENT</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
A. Utilizes systematic ways to evaluate progress of students				
B. Suggests to students ways which they can improve their Achievement				

<b>6. PREPARATION FOR INSTRUCTION</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
A. Plans with stated objectives in advance: lesson plans presented to Cooperating Teacher in advance				
B. Conveys instructional expectation				
C. Utilizes instructional aids				
D. Lesson plans demonstrate an awareness of differences among learners				
E. Children's interests reflected (involves students in planning)				
F. Pupil's level of achievement is reflected in planning				
G. Demonstrate a multi-cultural perspective in selecting materials and teaching strategies				

**7. PRESENTATION OF INSTRUCTION**

**4      3      2      1**

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

**SUMMARY STATEMENT OF COOPERATING TEACHER**

---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---

**NUMBER OF ABSENCES:** \_\_\_\_\_

**Cooperating Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Student Teacher Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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=Poor/Unacceptable**

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

<b>III. INSTRUCTIONAL QUALITIES</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
A. Plans lessons well				
B. Accounts for individual differences				
C. Possesses academic competency				
D. Adapts subject matter to grade level				
E. Uses a variety of teaching techniques				
F. Uses a 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 environments				
L. Collects pertinent information about students				

M. Uses information collected about students				
N. Evaluates outcomes				

<b>II. RELATIONS WITH CHILDREN</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
A. Friendliness				
B. Impartiality/Fairness				
C. Classroom Management				
D. Understanding of Children				

<b>IV. RELATIONS WITH CHILDREN</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
A. Cooperates well				
B. Accepts criticism graciously				
C. Exhibits professional ethics				
D. Works toward self-improvement				
E. Understands & uses educational objectives				

<b>V. RELATIONS WITH CHILDREN</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
A. Utilizes community resources				
B. Understands community resources				
C. Co-operates with parents & guardians				
D. Participates in community activities				
E. Co-operates in community and school activities, P.T.A., Open House, etc.				

\_\_\_\_\_  
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.

## Portfolio Scoring Guide

	<b>NO EVIDENCE</b>	<b>SOME EVIDENCE</b>	<b>TARGET</b>
	<b>0 points</b>	<b>3 points</b>	<b>5 points</b>
<b>Knowledge of content</b>	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.	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.	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.
<b>Professionalism</b>	The teacher candidate has not demonstrated understanding of the pedagogy of teaching, instructional skills and technology and classroom organization and management.	The teacher candidate has demonstrated minimal understanding the pedagogy of teaching, instructional skills and technology and classroom organization and management.	The teacher candidate has demonstrated an understanding of the pedagogy of teaching, instructional skills and technology and classroom organization and management.
<b>Diversity</b>	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.
<b>Knowledge of Community and Global Issues</b>	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.
<b>Professionalism</b>	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.
<b>Assessment</b>	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.
<b>Technology</b>	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.
<b>Total Points</b>			

## **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

*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

