

# **Field Placement Handbook**

**Fall 2010 – Spring 2011**

**Graduate Program  
Early Childhood Education-Initial Licensure  
University of Arkansas at Little Rock**



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**COLLEGE OF EDUCATION  
LEADERS IN LEARNING**

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## Welcome

The Department of Teacher Education offers the Bachelor of Science in Education (BSE) degree in early childhood education, leading to licensure for preschool through 4<sup>th</sup> grade. The program also offers the Master of Education degree (M.Ed.) in Early Childhood Education for Initial Licensure for candidates who have an undergraduate degree in a field other than education.

The Early Childhood Education (ECED) faculty at the University of Arkansas at Little Rock is committed to preparing highly qualified teachers who have the knowledge, skills, and dispositions necessary to meet children's needs in the United States schools. This goal is expressed in the Conceptual Framework of the College of Education:

Leaders in Learning demonstrate Communication, Specialized Expertise, Professional Development and a strong commitment to diversity in competency, disposition and behavior.

Additionally, the Early Childhood Program at UALR is designed to meet the Arkansas Principles for Teacher Licensure and the standards of the National Association for the Education of Young Children (NAEYC). The program is required to demonstrate, through a rigorous system of regular assessment, that it is meeting these goals in order to maintain accreditation by the National Council for Accreditation of Teacher Education (NCATE). More information about the Early Childhood Program including specific guidelines and forms is available at <http://eastweb.ualr.edu/ecedfield>.

### Admission to ECEDG:

1. Formally admitted to UALR.  
To apply to the Graduate School:  
<http://ualr.edu/gradschool/index.php/home/apply/admissions-requirements/>
2. Baccalaureate degree from a regionally accredited institution, with a cumulative grade point average of at least 2.75.\*
3. Completion of the following courses or their equivalents with a grade of "C" or better  
RHET 1311 and 1312; MATH 1315 or MATH 1302 or comparable course
4. Submission of official Praxis I scores to Licensure Officer Rene' Carson in DKS 323 (Passing scores: Reading 172; Writing 173; and Math 171).
5. Submission of Application Form to DKS 323
6. FBI background Check. Appropriate forms must be submitted and notarized.
7. For admission information, please contact:  
Dr. Anarella Cellitti, Graduate Coordinator  
Early Childhood Education, DKS 300-E2  
[macelitti@ualr.edu](mailto:macelitti@ualr.edu) or 569-8939

\*In the event that a candidate does not have a GPA of 2.75, he/she may be admitted with a GPA of no lower than 2.50. This requires a Graduate Record Exam of at least 370 on the Verbal scale,

## UALR Early Childhood Education Graduate Teacher Preparation Program

440 on the Quantitative Scale and 4.5 on the Analytical Writing Scale. The final requirement is admission by program faculty.

### **Retention**

Once admitted, candidates are required to:

1. Maintain a 3.0 in all courses. Candidates' GPAs are monitored each semester to assure proper progress. Should a candidate's GPA fall below 3.0, the candidate has up to 12 credit hours to raise the GPA to the required level unless the candidate is within 12 hours of completion. If adequate progress is not made within the allotted time, the candidate will not be allowed to take courses in the program.
2. Undergo evaluations of their professional skills and dispositions, throughout the program.
3. Conform to all aspects of the NAEYC Code of Ethics. Any violation of any of the terms of this code may result in removal from the program. Successful completion of the licensure program is not based solely on the number of course credits or GPA, but also requires demonstration of specified professional skills and behavior.
4. Read and sign a statement of the professionalism policy of the program, at the beginning of their program. The identification of a problem in any aspect of a candidate's performance will result in the convening of a Professional Development Conference. Areas of concern will be addressed and a timeline for remedying them specified, including a date for a follow-up conference. If the concerns remain, the candidate will be advised to seek another career path and will not be recommended for internship.
5. Meet the deadline for application for internship. Candidates must be recommended by the program or admission. Application for spring semester must be submitted by November 15<sup>th</sup> and fall semester by July 15<sup>th</sup>.
6. Check their UALR Email accounts regularly for information from ECED faculty. No other Email accounts will be used for communication between candidates and faculty.

**AT ALL TIMES CANDIDATES MUST PRESENT THEMSELVES PROFESSIONALLY.**

### **Overview**

In the first semester of the Master's of Early Childhood Program, candidates complete a field experience placement in ECED 7302: Field Experience in Early Childhood. This placement consists of spending one school day each week in an assigned classroom. Field experience candidates are expected to be actively engaged with children at all times. Assignments involve observation and classroom teaching. Other courses have field experiences included in their class work.

At the end of the program, each candidate is expected to complete an internship. This internship is a full-time clinical placement in one classroom for 16 consecutive weeks. The purpose of internship is to provide a structured experience for learning and refining the skills necessary to become an effective teacher of children with diverse abilities and backgrounds. The intern is expected to exhibit the ability to organize, plan and communicate according to the College of Education Conceptual Framework, the Arkansas Principles for Teacher Licensure, and the NAEYC Standards. Internship may begin in the fall or spring, depending on when the candidate entered the program.

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Fall internships begin on the first day the (CT) Cooperating Teacher reports to his/her classroom (before children begin). Candidates will return to campus for classes one afternoon a week after the first two weeks after children begin. Spring internships begin on the first day of school in January.

### **Attendance**

- Field Experience candidates are expected to attend one full day every week of the semester.
- Interns attend every day of the semester and maintain the same schedule as the CT.

If an intern is absent, he/she must contact his/her (CT) and (US) University Supervisor. Be sure to reach the CT BEFORE school begins so they are not left wondering where the intern is. If an intern is absent he/she must make up missed time at a time approved by his/her CT and US. On professional development days, several arrangements can be made. Notify the US about what the intern will be doing and send a reflection statement to her/him documenting the activity for the day. In the order of preference they are:

1. Attend the entire day with your CT.
2. If attendance to all of part of the sessions because the school cannot accommodate the intern, ask the CT what can be done in the classroom or elsewhere in the school.
3. If there is absolutely nothing to do that day, make up the time another day.

On the AEA conference days, there will be no children in the schools on the Thursday and the Friday (usually the first weekend in November). Field Experience candidates are only available to attend the conference on Friday as they will attend their usual classes on campus on Thursday. Interns follow their CT's schedule for both Thursday and Friday.

Field Experience and Interns candidates may choose from the following options:

1. Attend the AEA Conference or another professional conference.
2. Make up the time on another day.

Notify the US about what they will be doing and send a reflection statement to her/him documenting the activity for the day.

\*In all placement experiences, it is against policy for a Candidate/Non-Licensed Educator to supervise students alone. At no time, should a candidate be left unsupervised in the room with students. If the Cooperating Teacher must leave for any period of time, an approved member of the school staff must supervise in his/her absence. Any disregard of this policy could result in significant liability for the school and district, with which the candidate is placed.



**COLLEGE OF EDUCATION  
DEPARTMENT OF TEACHER EDUCATION**

**Recommended Program of Study: Fall Entrance  
Master of Early Childhood Education-Initial Licensure**

Block I – Fall

\_\_\_ EDFN 7330 Human Development

\_\_\_ ECED 7302 Guiding Young Children and Connecting with Diverse Families and Communities

\_\_\_ ECED 7202 Field Experience in Early Childhood

Block II – Spring

\_\_\_ ECED 7303 Integrated Methods in Social Studies and the Arts

\_\_\_ SPED 7341 Early Childhood Assessment & Intervention I (**or** SPED 5313 Early Childhood Special Education Assessment)

\_\_\_ EDFN 7303 Introduction to Research **or** SCED 7304 Action Research Project

Block III – Summer

\_\_\_ ECED 7307 Teaching Mathematics in Early Childhood Education

\_\_\_ MCED 7328 Science Education

Block IV – Fall

\_\_\_ READ 7350 Early Childhood Literacy Instruction and Assessment

\_\_\_ ECED 7201 Teaching Physical Education, Health, Safety & Nutrition

Block V – Internship Spring

\_\_\_ ECED 7308 Advanced Internship Seminar: Strategies Assessment Planning Teaching & Professionalism

\_\_\_ ECED 7304 Early Childhood Education: Practicum/Internship

\_\_\_ READ 7351 Foundations of Teaching Reading

**NOTE:**

1. Students entering without Praxis I can only take EDFN 7330 Human Development the first semester and EDFN 7303 Introduction to Research **or** SCED 7304 Action Research Project.
2. HIST 4355 Arkansas History (or Pulaski Tech on-line class) Not part of the program of study but required for licensure by state



**COLLEGE OF EDUCATION  
DEPARTMENT OF TEACHER EDUCATION**

**Recommended Program of Study: Spring Entrance  
Master of Early Childhood Education-Initial Licensure**

Block I – Spring

\_\_\_ EDFN 7330 Human Development

\_\_\_ ECED 7302 Guiding Young Children and Connecting with Diverse Families and Communities

\_\_\_ ECED 7202 Field Experience in Early Childhood

Block II – Summer

\_\_\_ ECED 7303 Integrated Methods in Social Studies and the Arts

\_\_\_ ECED 7307 Teaching Mathematics in Early Childhood Education

\_\_\_ MCED 7328 Science Education

Block III –Fall

\_\_\_ READ 7350 Early Childhood Literacy Instruction and Assessment

\_\_\_ SPED 7341 Early Childhood Assessment & Intervention I (**or** SPED 5313 Early Childhood Special Education Assessment)

\_\_\_ EDFN 7303 Introduction to Research **or** SCED 7304 Action Research Project

\_\_\_ ECED 7201 Teaching Physical Education, Health, Safety & Nutrition

Block IV – Internship Spring

\_\_\_ ECED 7308 Advanced Internship Seminar: Strategies Assessment Planning Teaching & Professionalism

\_\_\_ ECED 7304 Early Childhood Education: Practicum/Internship

\_\_\_ READ 7351 Foundations of Teaching Reading

**NOTE:**

1. Students entering without Praxis I can only take EDFN 7330 Human Development the first semester and EDFN 7303 Introduction to Research **or** SCED 7304 Action Research Project.
2. HIST 4355 Arkansas History (or Pulaski Tech on-line class) is not part of the program of study but required for licensure by state

## **Field Experience Candidates**

### *BEFORE ARRIVING THE FIRST DAY*

1. Complete Confidentiality Agreement on file.
2. Have a negative TB Test on file.
3. Proof of Professional Liability Insurance on file.
4. Must have submitted fingerprints for the Background Check

### *THE FIRST WEEK*

1. Give the CT the Memo from the program
2. Make arrangements to inform the CT if you are going to be out, e.g., exchange home #s, emails. Placing messages on the teacher's school phone is not a good approach as often messages are not picked up until later in the day.
3. Coordinate your arrival and departure times with the CT's. Arrive at least 15 minutes prior to school starting and stay at least until the children leave.
4. Get to know the children's names on the first day if possible

### *THE FIRST OR SECOND WEEK*

1. Review school and district schedule to determine special events and any special circumstances that you need to attend, e.g., Open House.
2. Review the evaluation form and assignments with your CT and plan when and how to complete the required activities.
3. Review other assignments required for courses that you will have to complete during the field experience and plan when and how to complete them.

### *EVERY WEEK*

1. Sign-in at the main office.
2. Wear the UALR ID at all times.
3. Be up working with children all the time, not completing homework assignments, not sitting at the desk, not grading, not planning or preparing, not reading books, not checking email, not texting etc.
4. Stay focused on children and their learning at all times.
5. When CT is teaching, spend time observing CT or working directly with children, monitoring, circulating, and facilitating engagement.
6. Do large group activities regularly e.g., transitions, read-alouds, and storytelling.
7. Interact with the children in the playground. Do not sit and observe even if the teacher or aid does.
8. When out of the classroom, mix with school staff. Don't just sit with fellow candidates.
9. At the end of every day, give your attendance form to your CT and have her/him sign it, and enter any time to be made up.
10. Discuss activities for the following Friday with the CT and include any planning and teaching for the next week.

### *END OF THE SEMESTER*

## UALR Early Childhood Education Graduate Teacher Preparation Program

1. Complete evaluations of the Cooperating Teacher and University Supervisor in the East Lab.

### **Internship Candidates**

#### *BEFORE ARRIVING THE FIRST DAY*

1. Complete Confidentiality Agreement on file.
2. Have a negative TB Test on file.
3. Proof of Professional Liability Insurance on file.
4. Must have submitted fingerprints for the Background Check

#### *THE FIRST WEEK*

1. Give the CT the Memo from the program
2. Make arrangements to inform the CT if you are going to be out, e.g., exchange home #s, e-mails. Placing messages on the teacher's school phone is not a good approach as often messages are not picked up until later in the day.
3. Coordinate your arrival and departure times with the CT's. Arrive at least 15 minutes prior to school starting and stay at least until the children leave.
4. Get to know the children's names on the first day if possible

#### *THE FIRST OR SECOND WEEK*

1. Review school and district schedule to determine special events and any special circumstances that you need to attend, e.g., Open House, Parent / Teacher Conferences.
2. Review the evaluation form and assignments with the CT and plan when and how to complete the required activities.
3. Meet with the principal and ask questions about school policies that may apply to interns.
4. Get to know the custodians and secretaries.

#### *EVERY WEEK*

1. Sign-in at the main office.
2. Wear the UALR ID at all times.
3. Be up working with children all the time, not completing homework assignments (except when doing observations for their child study), not sitting at the desk, not grading, not planning or preparing, not reading books, not checking email, not texting etc.
4. Stay focused on children and their learning at all times.
5. When CT is teaching, spend time observing CT or working directly with children, monitoring, circulating, and facilitating engagement.
6. Interact with children in the playground. Do not sit and observe even if the teacher or aide does.
7. When out of the classroom, mix with school staff. Don't just sit with fellow candidates.
8. At the end of every day, or at the CT's convenience, discuss any planning and teaching for the next day or week.
9. At the end of every week, give the attendance form to the CT and have her/him sign it and enter any time to be made up.

#### *END OF THE SEMESTER*

## UALR Early Childhood Education Graduate Teacher Preparation Program

1. Complete evaluations of the Cooperating Teacher and University Supervisor in the East Lab.

### **Pathwise Plus Evaluation Form**

Each of the Teacher Education Programs at UALR uses some version of the Pathwise Plus Evaluation Form. The form included here is the form used by the Early Childhood Education program. This form can be copied and used by a Cooperating Teacher or University Supervisor and can be obtained on the ECED field website (<http://eastweb.ualr.edu/ecedfield/>).

### **Requirements for Completion of the Program:**

1. A GPA of 3.0 and completion of all courses on the degree plan
2. Passing scores on the Praxis II exams
3. Submission of all required artifacts into Chalk & Wire Electronic Portfolio
4. Graduation application completed on BOSS
5. Mandatory Reporting Training (for the reporting of child abuse)

### **Requirements for Recommendation for Teacher Licensure:**

1. Submission of a completed license application form.
2. An official UALR transcript showing the date the degree was granted.
3. Official transcript(s) from all other institutions attended.
4. Submission of passing Praxis II scores.
5. Cleared Arkansas State and FBI background check.
6. Complete Arkansas History course.

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**Early Childhood Initial Licensure  
Application Form**

Name:		
Gender:		
<b>Candidate Information:</b>		
Home Address:		
City:	State:	Zip Code:
Telephone:	E-mail:	

**Field Experience Information:**

School:	City:
Grade:	

**Completion of Course Work**

Course	Semester	Grade
(3) EDFN 7330 Human Development	_____	_____
(3) EDFN 7303 Introduction to Research/ SCED 7304 Action Research Project	_____	_____
(3) ECED 7302 Guiding Young Children and Connecting with Diverse Families and Communities	_____	_____
(3) READ 7350 Early Childhood Literacy Instruction and Assessment	_____	_____
(2) ECED 7202 Field Experience in Early Childhood	_____	_____
(3) READ 7351 Foundations of Teaching Reading	_____	_____
(3) ECED 7307 Teaching Mathematics in Early Childhood Education	_____	_____
(3) MCED 7328 Science Education	_____	_____
(3) ECED 7303 Integrated Methods in Social Studies and the Arts	_____	_____
(2) ECED 7201 Teaching Physical Education, Health, Safety & Nutrition	_____	_____
(3) SPED 4313/5313 Early Childhood Special Education Assessment/ SPED 7341 Assessments and Interventions I	_____	_____
(3) Arkansas History	_____	_____

<b>Seeking Arkansas Licensure in</b> (check one): ECED ___ MCED ___ SCED ___ ELED ___			
<b>Praxis I Test:</b> Semester Pass:	<b>Praxis II Test:</b> Semester Taken:	Semester Pass:	
<b>Mandating Reporting:</b> Date:	<b>Report on File:</b> Yes ___ No ___		
<b>TB Test:</b> Date:			
<b>FBI:</b> Date:		<b>Child Abuse Register:</b> Date:	
<b>Liability Insurance:</b> Yes ___ No ___		<b>Company:</b>	<b>Date:</b>

**Practicum Experience Request:** 1<sup>st</sup> Grade \_\_\_ 2<sup>nd</sup> Grade \_\_\_ 3<sup>rd</sup> Grade \_\_\_ 4<sup>th</sup> Grade \_\_\_

District Name	School Name	Cooperating Teacher

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I attended, have relatives working, other relationship with employees, students, or administrators at the school(s) in which I am requesting placement or Yes \_\_\_ No \_\_\_

**Extenuating Circumstances:**

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**Clearance:** Yes \_\_\_ No \_\_\_      **Placement:** \_\_\_\_\_

\_\_\_\_\_  
Signature of Advisor.

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

Please return this form to:  
Anarella Cellitti, Associate Professor  
College of Education. DKH 304  
Office (501) 569-8922



UNIVERSITY  
OF ARKANSAS  
AT LITTLE ROCK

**Attendance Sheet**

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LEADERS IN LEARNING

<u>Date</u>	<u>Time In</u>	<u>Time Out</u>	<u>Cooperating Teacher</u>
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<b>Instruction Plan</b> <i>To be completed before observation.</i>	<b>Reflection</b> <i>To be completed after observation, either by the teacher alone Or by the observer during the course of a post-observation interview.</i>
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**1. BACKGROUND INFORMATION**

What resources were important in preparing the lesson?

**2. LEARNING GOALS/OBJECTIVES**

What are your goals for student learning for this lesson? That is, what do you intend students to learn. Why have you chosen these goals?	To what extent did students learn what you intended? How do you know that?
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**3. STUDENT GROUPING**

How will you group students for instruction? Why have you chosen this grouping	How would you group students for similar instruction in the future? Why?
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**4. METHODS**

What teaching method(s) will you use for this lesson? Why have you chosen this method or these methods?	In what ways were your teaching methods effective? How do you know that?
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**5. ACTIVITIES**

What activities have you planned? <u>Activity</u> <u>Time Allocated</u>	In what ways were your activities effective? How do you know that? <u>Activity</u> <u>Time Actually Used</u>
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**6. MATERIALS**

What instructional materials will you use, if any? Why have you chosen these materials?	In what ways were your materials effective?
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**7. ADAPTATIONS FOR CHILDREN WITH SPECIAL NEEDS**

Describe the specific special needs of children in your classroom.

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Describe the lesson adaptations that will be made to accommodate the children described above.

Did the adaptations enable the children with special needs to participate? Meet objectives?

**8. EVALUATION**

How and when do you plan to evaluate student learning on the content of this lesson?

Has anything that happened during this lesson influenced your evaluation plan? If so, how has it changed, and why?

Why have you chosen this approach to evaluation?

How will you use the information from the evaluation to plan future instruction?

**9. GENERAL REFLECTION AFTER THE OBSERVATION**

Did you depart from anything you planned for today? If so, why?

If you were going to teach this lesson again to the same students, what would you do differently? What would you do the same? Why?

Based on what happened today, what do you plan to do next with this class?

Identify an individual or group of students who did well in today's lesson. How do you account for this individual or group's performance?

Identify an individual or group of students who had difficulty in today's lesson. What accounted for this individual or group's performance? How will you help this (these) student(s) achieve the learning goals?

Please add any other comments, reaction, or questions about the lesson. For example, is there anything that you felt particularly good, frustrated, or confused about?

**UALR Early Childhood Education Internship Performance Evaluation**

Date:

CT:

FS:

Intern:

Internship: Fall \_\_\_ Spring \_\_\_ Year \_\_\_\_\_

## UALR Early Childhood Education Graduate Teacher Preparation Program

The Conceptual framework for programs in the college of Education is Leadership in Learning as demonstrated through Communication (C), Specialized Expertise (SE), Professional Development (PD), and a strong commitment to Diversity (D).

Arkansas (AR) Standard One (**AR1**): Candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, & can create experiences that make these aspects of subject matter meaningful for candidates and can link the discipline(s) to other subjects.

AR Standard Two (**AR2**): Candidate plans curriculum appropriate to the children, to the content, and to the course objectives.

AR Standard Three (**AR3**): Plans & conducts instruction using knowledge of human growth & development learning theory responding to the needs of the children.

AR Standard Four (**AR4**): Candidate exhibits human relations skills that support the development of human potential

AR Standard Five (**AR5**): Candidate works collaboratively with school colleagues, parents/guardians, & the community to support children's learning and well-being.

NAEYC Standard 1 (**S1**): Promoting Child Development & Learning

NAEYC Standard 2 (**S2**): Building Family and Community Relationships

NAEYC Standard 4 (**S4**): Teaching and Learning

NAEYC Standard 5 (**S5**): Becoming a Professional

**Directions:** Read the descriptions of behavior for each domain (A-D) & criteria (A.1, A2, etc.). Circle the description that best fits the candidate's performance: 1 = Doesn't meet expectations, 3 = Meets expectations, 5 = Exceeds expectations. **Or** check the box associated with a score of a 2 "Above level one but below level three,) or a score of 4 "Above level three but below a level five.

Enter the numerical score (1-5) in the box on the far left corner under "Score." Write a short paragraph summarizing the candidate's strengths & weaknesses, & sign/date the form on the last page.\*

5	Exceeds Expectations for an candidate
4	Above level three but below level five
3	Meets Expectations for an candidate
2	Above level one but below level three
1	Does Not Meet Expectations for an Candidate
NA	Not applicable
NO	No opportunity to observe

**\*IMPORTANT NOTE:** Candidates who score a "1" in ANY area cannot make above a "B" for a final grade. Scoring a "1" or "2" in multiple areas will result in a final grade of a "C" or lower & will require a professional development conference.

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**Domain A: Planning**

Score	Criteria	1. Does Not Meet Expectations	2	3. Meets Expectations	4	5. Exceeds Expectations
	A1. Plans using knowledge of multiple influences on all aspects of children's background & learning	Candidate makes no attempts to acquire knowledge of children's development, background, skills, & interests & does not use this knowledge to plan for groups of children		Candidate demonstrates knowledge of children's development, background, skills, interests, & attempts to use this knowledge to plan for groups of children		Candidate demonstrates an extensive knowledge of children's development, background, skills, interests, & uses this knowledge to plan for groups of children
	A2. Plans state clear developmentally appropriate objectives	Candidate cannot articulate objectives that are developmentally appropriate for most of their children. Adaptations are often not considered for students with special needs		Candidate can articulate objectives that are developmentally appropriate for most of their children. Adaptations are considered for children with special needs		Candidate consistently articulates objectives that are developmentally appropriate for most of their children. Adaptations are made for children with special needs
	A3. Plans connect previously learned content with new learning	Candidate's plans do not demonstrate an understanding of the need to connect new learning to previous knowledge. Plans fail to connect to future content concepts		Candidate's plans demonstrate an understanding of the need to connect new learning to previous knowledge. Plans usually connect to future content concepts		Candidate demonstrates a solid understanding of the need to connect new learning to previous knowledge. Plans clearly lay the groundwork for future content concepts
	A4. Plans based on a wide array of effective approaches, strategies, & tools	Candidate chooses methods, activities or materials that are unrelated to the goals of the lesson		The candidate creates instructional plans that support the stated instructional objectives, & engage students in meaningful learning. Plans call for a variety of methods, materials, & activities that are appropriate to children		The candidate creates instructional plans that support the stated instructional objectives, & engage children in meaningful learning. Plans call for a variety of methods, materials, & activities that are matched to the level of understanding that is required by the subject & allow a differential learning experience for individuals or groups
	A5. Plans reflect alignment of objectives with approaches & assessments	Objectives, approaches, & assessments are often not aligned		Objectives, approaches, & assessments are all aligned		Objectives, approaches, & assessments are systematically aligned
	A6. Plans assessment that is organized but flexible to adapt to needs of children	The candidate does not consistently plan for evaluating children's learning		Candidate plans for evaluating children's learning		Candidate consistently plans for evaluating children's learning
	A7 Changes plans as necessary . based on daily observation	Reflections are rarely taken into account when planning		Reflections are considered when planning		Reflections are systematically used to plan

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	A7 Changes plans as necessary . based on daily observation & reflection	Reflections are rarely taken into account when planning		Reflections are considered when planning		Reflections are systematically used to plan
	A8. Plans help create healthy, respectful, supportive challenging environments & expectations	Learning environment & expectations lack appropriate qualities		Learning environment & expectations are appropriate for children		Learning environment & expectations always reflect developmentally appropriate practice
	A9. Plans meaningful challenging curriculum that is organized yet flexible to adapt to needs of children	Curriculum is not relevant to children, is not very challenging, lacks organization, & lacks flexibility		Curriculum is relevant to children, has potential to challenge them, is organized & has potential to be adapted as necessary		Curriculum shows much potential to challenge children, is extremely relevant to them, is well organized & has much potential for adaptation
	A10. Plans integrate content knowledge across subjects	Candidate's lessons plans do not reflect integration of curriculum content area		Candidate's lessons plans often integrate curriculum content areas		Candidate's lessons plans reflect multiple integrations of curriculum content areas.

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**Domain B: Learning Environment & Guidance Strategies**

Score	Criteria	1. Does Not Meet Expectations	2	3. Meets Expectations	4	5. Exceeds Expectations
	B1. Creates climate that promotes fairness	Candidate is unfair in the treatment of children & doesn't respond to inappropriate interactions among children		Candidate is fair in treatment of children		Candidate is fair in treatment of children, does not tolerate obviously unfair behavior among children & responds constructively to problem situations
	B2. Models positive supportive interactions that establish rapport	Interactions in the candidate's classroom between the candidate & children & among children are negative & are characterized by sarcasm, insults or conflict		Candidate is usually successful in establishing rapport		Candidate successfully establishes rapport
	B3. Builds relationships that prevent problems developing	Little evidence of supportive relationships		Supportive relationships are developed		Relationships are of an exceptionally high quality
	B4. Maintains consistent & equitable standards of behavior using guidance skills	Guidance is consistently poor. Candidate has established no clear expectations. Little monitoring of children's behavior is evident & responses to mistaken behavior are often inappropriate		Guidance is usually consistent. Candidate is aware of children's behavior, has established clear standards of conduct, & responds to mistaken behavior in ways that are appropriate & respectful of the child		Guidance is consistent. Candidate monitors children's behavior in subtle & preventative ways. Candidate's response to mistaken behavior is sensitive to individual children's need
	B5. Encourages children's growth towards self-control	Little evidence of encouragement towards self control		Candidate consistently encourages children towards self control		Candidate demonstrates strong commitment to encouragement of children towards self-control
	B6. Encourages children's growth towards respect for others	Little evidence of encouragement for respect for others		Candidate consistently encourages children to respect others		Candidate demonstrates commitment to encouragement of children to respect others
	B7. Addresses children's challenging behaviors by using a repertoire of guidance approaches to meet individual needs	Limited repertoire of approaches lack of effectiveness		Displays a repertoire of generally effective approaches		Displays a wide array of highly effective approaches
	B8. Manages safe & confident transitions from home to school at the beginning & end of each day	Little effort to make transitions safe & confident for either children or families		Helps children & families make safe & confident transitions between home & school		Displays strong commitment to making safe & confident transitions between home & school for

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	B8. Manages safe & confident transitions from home to school at the beginning & end of each day	Little effort to make transitions safe & confident for either children or families		Helps children & families make safe & confident transitions between home & school		Displays strong commitment to making safe & confident transitions between home & school for children & families
	B9. Manages safe & confident transitions throughout the day	Transitions are generally weak		Transitions are made smoothly with few problems		Transitions are consistently safe & confident for all children
	B10. Communicates with & builds relationships with families that are respectful & adaptable	Demonstrates little attempt to communicate with & build relationships with families		Candidate communicates with & builds respectful relationships with families adapting the approach as appropriate		Candidate demonstrates strong commitment to communicating with & building respectful relationships with families in different ways as appropriate
	B11. Demonstrates knowledge & understanding of the communities in which children live	Demonstrates little & understanding of children's communities		Understands children's communities		Candidate demonstrates detailed knowledge & understanding of children's communities
	B12. Demonstrates knowledge of various ways to involve families in children's learning	Demonstrates little insight into how to involve families in children's learning		Demonstrates varied ideas for involving families in children's learning		Demonstrates exceptional insight into how to involve families in children's learning
	B13. Communicates with parents about children's learning.	Candidate provides little or no information to families. Candidate does not respond or responds inappropriately to parents' concerns about children		Candidate communicates information about children's learning to families		Candidate communicates frequently with families. A variety of different communication techniques are employed

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**Domain C Teaching Strategies & Content Knowledge**

Score	Criteria	1. Does Not Meet Expectations	2	3. Meets Expectations	4	5. Exceeds Expectations
	C1. Makes learning objectives & procedures clear to children	Candidate provides children with no information, confusing information, or inaccurate information about the learning objectives or instructional procedures for the lesson		Candidate makes learning objectives & procedures clear to children & most of the children carry out instructional procedures		Candidate communicates clearly & accurately appropriate learning goals to all children, making accommodations for diverse learners. Children carry out instructional procedures quickly w/o hesitation
	C2. Uses relationships & varied strategies to positively influence children's learning	Children's learning is not progressing satisfactorily		Children's learning is progressing satisfactorily		Children's learning is progressing significantly
	C3. Encourages children to extend their thinking by engaging them in conversation, asking thought-provoking questions, & providing additional materials & resources	C3. Candidate discourages children from thinking independently, creatively, or critically		C3. Candidate encourages most children to think independently, creatively, or critically in the context of the content being studied		All children are challenged to compare & contrast, support answers, create examples, & provide varied ideas
	C4. Uses observation, documentation, & other forms of assessment to monitor children's progress	Little monitoring of children's progress		Various approaches are used to monitor children's progress		Monitoring of children's progress is intensive
	C5. Uses class time effectively & efficiently	Time is wasted with meaningless activities. Groups & transitions are not managed appropriately		Structure & pacing of lesson are suitable. Routines & procedures are followed. Transitions & groups are managed appropriately. Non-instructional procedural matters do not occupy an excessive amount of time		Candidate provides children with activities of instructional value for the entire instructional period & paces them appropriately. Transitions & groups are managed in a way that maximizes instructional time. Any necessary non-instructional procedures are performed efficiently. Candidate has meaningful activities for children who finish their assignments faster than others

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	C6. Uses spontaneous opportunities to integrate curriculum	Does not make use of spontaneous opportunities to integrate curriculum		Takes advantage of spontaneous opportunities to integrate curriculum		Makes excellent use of spontaneous opportunities to integrate curriculum
	C7. Demonstrates content knowledge & teaching strategies for language, literacy, & literature	Content knowledge &/or teaching strategies are weak		Content knowledge & teaching strategies are satisfactory		Content knowledge & teaching strategies are exceptional
	C8. Demonstrates content knowledge & teaching strategies for ELL learners a home languages	Content knowledge &/or teaching strategies are weak		Content knowledge & teaching strategies are satisfactory		Content knowledge & teaching strategies are exceptional
	C9. Demonstrates content knowledge & teaching strategies for the arts	Content knowledge &/or teaching strategies are weak		Content knowledge & teaching strategies are satisfactory		Content knowledge & teaching strategies are exceptional
	C10. Demonstrates content knowledge & teaching strategies for mathematics	Content knowledge &/or teaching strategies are weak		Content knowledge & teaching strategies are satisfactory		Content knowledge & teaching strategies are exceptional
	C11. Demonstrates content knowledge & teaching strategies for science	Content knowledge &/or teaching strategies are weak		Content knowledge & teaching strategies are satisfactory		Content knowledge & teaching strategies are exceptional
	C12. Demonstrates content knowledge & teaching strategies for social studies	Content knowledge &/or teaching strategies are weak		Content knowledge & teaching strategies are satisfactory		Content knowledge & teaching strategies are exceptional
	C13. Embeds teaching in a context of rich oral language communication	Oral language communication is limited & simple		Oral language communication is used throughout all aspects of the program		Oral language communication is used throughout all aspects of the program & is rich & challenging
	C14. Models engagement & enthusiasm	Candidate does not display much evidence of engagement or enthusiasm in teaching		Candidate displays both engagement & enthusiasm in teaching most of the time		Candidates displays engagement & enthusiasm in teaching all of the time
	C15. Uses monitoring as base for providing further intervention with children	Candidate makes no attempt to determine whether children are understanding & gives them no feedback		C4. Candidate monitors progress & provides feedback		Candidate's feed back to children is frequent & timely. Feedback is meaningful, & fosters children's learning. Children are encouraged to seek feedback from peers. Candidate is highly responsive to children's questions & makes adjustments if

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	C15. Uses monitoring as base for providing further intervention with children	Candidate makes no attempt to determine whether children are understanding & gives them no feedback		C4. Candidate monitors progress & provides feedback		Candidate's feed back to children is frequent & timely. Feedback is meaningful, & fosters children's learning. Children are encouraged to seek feedback from
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### Domain D: Professionalism

Score	Criteria	1. Does Not Meet Expectations	2	3. Meets Expectations	4	5. Exceeds Expectations
	D1. Demonstrates reflective practices	Candidate cannot accurately identify strengths & weaknesses of the lesson in relation to the learning goals		Candidate accurately describes the strengths & weaknesses of the lesson in relation to the learning goals & describes in general terms how they could use the experience in future lesson.		Candidate accurately describes the strengths & weaknesses of the lesson in relation to the learning goals & describes specific terms they will use the experience in future lessons
	D2. Develops knowledge of resources available through consultation with colleagues	Candidate demonstrates no knowledge of resources available through colleagues in the school or district		Candidate demonstrates knowledge of resources & consults with colleagues on matters related to learning & instruction		Candidate demonstrates knowledge of resources & proactively solicits colleagues' & curriculum specialists' input on matters related to learning & instruction
	D3. Develops collaborative relationships with other school personnel	Candidate's relationships with colleagues are negative or self-serving		Candidate's relationships with colleagues are collaborative		Candidate's relationships with colleagues are extensive & collaborative
	D4. Participates in school &/or district projects	Candidate avoids being involved in school &/or district projects		Candidate participates in school &/or district projects		Candidate actively participates in school &/or district projects
	D5. Communicates with parents about children's learning & advocates for children & families	Candidate provides little or no information to families, makes no attempt to engage them, & does not respond or responds inappropriately to parents' concerns		Candidate communicates with families, & attempts to engage them in their children's learning & advocates for children's learning		Candidate communicates frequently with families engaging them in children's learning & advocating for children using various communication techniques
	D6. Demonstrates influence of own reflection in changes in practice	Does not use own reflection to change teaching practice		Makes effective use of own reflection to change practice		Makes extensive & effective use of own reflection to change practice
	D7. Demonstrates application of code of ethics in professional setting	No evidence of understanding how to apply code in practice		Demonstrates understanding of how to apply code in practice		Demonstrates exceptional understanding of how to apply code in practice
	D8. Upholds guidelines for dress	Candidate's grooming & dress are frequently inappropriate		Candidate's grooming & dress are usually appropriate		Candidate's grooming & dress are always

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	D8. Upholds guidelines for dress	Candidate's grooming & dress are frequently inappropriate		Candidate's grooming & dress are usually appropriate		Candidate's grooming & dress are always appropriate
	D9. Uses appropriate spoken written language	Candidate often uses inappropriate &/or incorrect spoken & written language		Candidate almost always uses appropriate correct spoken & written language		Candidate always uses appropriate spoken & written language
	D10. Upholds guidelines regarding accepting using constructive criticism	Candidate does not respond well to constructive criticism & seems to ignore advice		Candidate responds well to constructive criticism & uses the information to improve his/her performance		Candidate asks for constructive criticism & uses the information to improve his/her performance
	D11. Upholds guidelines for	Candidate does not adhere to attendance policies, has		Candidate adheres to attendance policies, & has		Candidate adheres to attendance policies, has