



# **THE FIELD EXPERIENCE INTERNSHIP GUIDE**

**UNIVERSITY OF NEVADA, RENO  
COLLEGE OF EDUCATION**

## **PART II EARLY CHILDHOOD INTERNSHIPS**

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# **THE EARLY CHILDHOOD EDUCATION INTERNSHIP**

**Congratulations!** You have completed a rigorous program to prepare you to be an effective teacher of students in early childhood. You are about to embark on the last phase of that training program - your supervised internship in early childhood education. This component of your preparation is crucial. It is where you will pull together what you have learned about teaching students and collaborating with other professionals. It also gives you an opportunity to work under the tutelage of an experienced early childhood education teacher, to see how a school district's procedures/policies are enacted, and to learn about the culture of a school. You are not expected to be a polished teacher at the beginning of your internship experience. You may find things more difficult than you expected or feel that there are a lot of situations that you were not prepared for in your university classes. This is the reason we have you complete a supervised internship experience! There are many things about teaching that cannot be explained well in a university setting and there are many "holes" that are filled in as a result of your internship. This is a learning experience for you, as well as a time when you demonstrate your knowledge and skills.

We hope that you find your internship experience to be both professionally and personally satisfying. If you have any suggestions for improving or clarifying this manual, we would appreciate hearing from you. Please do not hesitate to contact any member of the early childhood education faculty if you feel we can assist you in your supervised internship.

## **GUIDELINES AND PROCEDURES FOR THE EARLY CHILDHOOD EDUCATION INTERNSHIP**

During your early childhood internship you will become oriented to an early childhood education class, begin involving yourself in the workings of that class, and take on the role of the professional educator for that program for a period of time. The way you, your lead teacher, and your university supervisor decide to organize that experience may vary depending on the class' organization, the preferences of the lead teacher and supervisor, and your readiness to take on additional teaching responsibilities.

This section of the Early Childhood Internship Guide describes the specific assignments we would like you to complete as part of the internship experience.

## **SPECIFIC ASSIGNMENTS FOR ALL EARLY CHILDHOOD INTERNS**

THESE REQUIREMENTS ARE TO BE COMPLETED BY ALL EARLY CHILDHOOD INTERNS.

**INTERN CALENDAR** Develop an internship calendar in collaboration with your lead teacher and supervisor (see General Policy and Procedures Part I for more details).

**INTERNSHIP NOTEBOOK** Develop an internship notebook (4" binder recommended) that includes the following divisions, separated with index dividers and labeled:

- **WEEKLY SCHEDULE OF CLASSES.** A copy of this should be turned in to the university supervisor as soon as possible after you begin. Be sure to update this for your supervisor when any changes are necessary in the schedule. This will enable the supervisor to schedule visits to your school at times when you will be teaching. Be sure to notify your supervisor when plans change, particularly when the supervisor has a scheduled and observation with you.
- **LESSON PLANS.** Include plans of units you develop as well as plans for all lessons you teach, organized by weeks. Beginning Week 1, organize all lesson plans by date/week. It should be clearly evident, to anyone who looks at this section, what your teaching responsibilities were for each week.
- **CURRICULAR MATERIALS.** Include materials and suggestions obtained from your lead teacher as well as from any other source.
- **MEETINGS AND CONFERENCES.** Include notes from faculty meetings, extracurricular activity meetings, and parent conferences that you attend and/or conduct.
- **OBSERVATIONS AND EVALUATIONS.** Include written feedback from your lead teacher, university supervisor and principal (if he or she observes you). Also include the copies of your midterm and final evaluations in this section.

The internship notebook should be kept up-to-date and available for review by the supervisor during his or her visits. The notebook will have a final review by your supervisor at the end of your internship and will be returned to you.

**REFLECTIONS JOURNAL** You are required to maintain a journal or log throughout your internship experience. You should make a minimum of two entries a week but preferably one every day.

The purpose of the reflections journal is to provide you with a formal means of reflecting upon your internship experiences and to communicate with your lead teacher and supervisor. The journal should be available for review by your lead teacher and supervisor. Both your lead teacher and supervisor may use your journal for communicating with you.

**INTERNSHIP ORIENTATION CHECKLIST** Complete the "Internship Orientation Checklist" (see "Forms") within the first week of your internship.

**FOCUS FOR OBSERVATIONS OF LEAD TEACHER WITH FOLLOW-UP PRACTICE** Interns begin by observing their lead teacher teach the classes they will be teaching. During these observations, take notes and record questions, reactions, feelings, etc. in your reflections journal.

Each observation should have a focus. The following lists of suggestions may assist in providing guidance for observations. The lists are grouped according to the focus of the content, are structured to facilitate journal entries, and provide suggestions for teaching practice.

### **FOCUS #1: MANAGEMENT/ROUTINES**

#### **A. INTERN OBSERVES AND TAKES NOTES FOR REFLECTIONS JOURNAL**

1. Students' manner of entering the classroom and taking their seats.
2. Teacher's initial routine. This may include taking roll, lunch count, calendar, opening announcements, etc.
3. Teacher's signal for focusing student attention and how he or she reinforces response to the signal.
4. How the teacher begins and ends the lesson.
5. Teacher's system for collecting and passing out papers.
6. Teacher's method for giving directions and note the number of directions given at one time.

#### **B. INTERN PRACTICES**

1. Teach a short lesson, using the management techniques that have been observed.
2. See "Forms" for suggested lesson plan format for this lesson.
3. With the help of the lead teacher, set a management objective to work on in the next lesson you teach.
4. Continue observing and practicing management techniques until your lead teacher and you agree to move on to the focus on behavior/reinforcement.

### **FOCUS #2: BEHAVIOR/REINFORCEMENT**

#### **A. INTERN OBSERVES AND TAKES NOTES FOR REFLECTIONS JOURNAL**

1. Student behavior during lessons taught by the lead teacher.
2. Teacher's discipline system.
3. Intrinsic and extrinsic rewards utilized by the teacher to reinforce behavior.
4. Consequences the teacher uses to limit misbehavior.
5. Specific kinds of behavior displayed by students in attempts to gain peer and/or teacher attention.

#### **B. INTERN PRACTICES**

1. Take charge of the beginning or ending of the day, or some of the transition times between lessons or classes.
2. Comment in your reflections journal on things that went well and/or problem areas.
3. Discuss with your lead teacher what you can do to develop your skills in this area.
4. Continue observing and practicing behavior management skills until you and your lead teacher feel you can maintain control of the class. Then move to Focus III.

### **FOCUS #3: CONTENT/TEACHING STRATEGIES**

#### **A. INTERN OBSERVES AND TAKES NOTES FOR REFLECTIONS JOURNAL**

1. Teacher's lesson objective and/or the skill to be taught.
2. Ways the teacher helps the learners draw upon their previous experience.
3. Strategies the teacher uses to achieve the lesson's objectives (i.e., lecture, inquiry, group discussion, role playing, demonstration, direct experience, audio/visual, etc.).
4. Methods the teacher uses to actively involve the students in the lesson.
5. Types of questions and task-related comments asked by the teacher, noting the various levels of questioning.
6. Manner in which the teacher checks for understanding and supervises guided and independent practice.
7. Types of assignments for the students and the amount of time allowed for each.

#### **B. INTERN PRACTICES**

1. See "Forms" for suggested lesson plan format for these lessons.

2. Begin practicing each of the parts of a lesson, setting new teaching goals as specific skills are refined.

**LESSON PLANS** Detailed lesson plans are expected throughout the internship. The lesson plan formats suggested by College of Education Student Learning Sample manual should be used. The content of a detailed lesson plan must be such that another educator can read, understand, and teach from it.

The following elements are to be included in the lesson plan. The format is intended to cause you to think through the problem of developing lesson activities that have strong potential for helping students effectively learn that which you intend to teach. For the novice, a fully developed written plan serves as a powerful thinking tool. Thus, you are required to produce detailed responses to each of the items below. There is no specific form that you must follow. The requirement is that the plan deals sufficiently with each of the elements that follow:

- A description of the curricular goals to which the lesson is relate: i.e., this lesson critical to students developing a working understanding of scientific method (the goal to which a lesson on developing hypotheses would be related).
- A description of the lesson's objective(s): example following a lesson demonstrating how hypotheses are developed from observation, students demonstrate understanding of hypothesis development by drawing two valid hypotheses following careful observation of the behavior of animals dwelling in a pond.
- A step by step description of each of the activities that make up the lesson including a list of materials and equipment that will be used. Clearly explain each facet of each activity both in terms of what the teacher will be doing and what the students will be doing.
- A rationale for the activities. Explain here, as best as you can, how the activities, as you have designed them, will effectively move students toward achievement of lesson objectives.
- A description of how you will assess whether or not students have achieved what the objective(s) predict they will. In other words, in a formal or informal manner, what will you do to determine whether the lesson has succeeded in doing what it was intended to do.
- Reflection of both the performance of your students and yourself.

**Note:** Modifications of detailed lesson plans may be made at the suggestion of the lead teacher and/or supervisor around the mid-point of the internship. As the intern demonstrates the ability to identify desired learner objectives and how the objectives are to be reached, both through planning and implementation of the plans, the student teacher may move to an outline form of lesson planning similar to that used by experienced teachers. Lesson plans of some form are required for the duration of the internship.

**ASSUMING TEACHING RESPONSIBILITIES** By the fourth or fifth day of your internship experience, begin teaching lessons in class periods/subject areas designated by your lead teacher.

Gradually become responsible for one complete class period/subject area at a time. This schedule of assuming teaching responsibility will be determined collaboratively by you, your lead teacher and supervisor and will be recorded on the intern calendar.

**TIMETABLE** Individual timetables will be arranged by the intern, lead teacher, and supervisor. The specific timetable for assuming full teaching responsibilities will vary considerably based on the skills and needs of the intern. A suggested schedule in grades 1 & 2 (modify as necessary in pre-K & Kdg) might include:

Week 1	Observe/Team teach.
Week 2	Team teach part of language arts & math.
Week 3	Team teach language arts & math.
Week 4	Team teach language arts, math, science or social studies. Be responsible for word study/spelling.

Week 5	Team teach language arts, science or social studies. Be responsible for math & word study/spelling.
Week 6	Team teach language arts, science or social studies. Be responsible for math, word study/spelling, science or social studies.
Week 7	Team teach language arts, science or social studies. Be responsible for math, word study/spelling, science or social studies.
Week 8	Team teach language arts, science or social studies. Be responsible for math, word study/spelling, science or social studies & one reading group
Week 9	Team teach language arts, science or social studies. Be responsible for math, word study/spelling, science or social studies & two reading groups
Week 10- 13	Have FULL control of class, plan and teach ALL subjects.
Week 14-16	Gradual release to lead teacher.

**TOTAL CONTROL** You must teach four full weeks in early childhood through 2<sup>nd</sup> grade during which you are totally in charge of the classroom. However, a collaborative decision by you, the lead teacher, and your supervisor should be made as to when you are ready.

The main goal behind the requirement of "total control" is to provide you with as realistic an experience as possible.

BY NO MEANS IS THE LEAD TEACHER ASKED TO DISAPPEAR AT THIS TIME, BUT RATHER IS ASKED TO WORK BEHIND THE SCENES TO MAKE SURE THAT YOU ARE PROGRESSING ADEQUATELY AND THAT YOU ARE MAINTAINING AN ORDERLY AND EFFECTIVE LEARNING SITUATION THAT MEETS THE EXPECTATIONS AND STANDARDS OF THE LEAD TEACHER.

One way for your lead teacher to feel comfortable about deciding when you are ready to take over the class full time is for him or her to act as an aide to you. This way, the lead teacher can observe first hand that you are able to manage the overall daily responsibilities.

Once you are ready for total control, the lead teacher should remain in close contact with you throughout the day to monitor the progress of students in the class and your performance. The lead teacher should make formal observations and conduct post-observation conferences with you during the time you have total control. When he or she is in the room, the students should come to you for everything.

You will be responsible for all planning, teaching, student evaluation, classroom management, and discipline. This includes everything from daily plans to lunch count and lesson implementation. You will want to use this time to experiment with recently learned methods or strategies from your UNR coursework - but it will need to be done within the general structure of the classroom as determined and established by the lead teacher.

As you feel more confident about accepting full teaching responsibilities, you may begin focusing more on student responses and individual learner needs. Reflective journal entries during this time may include some of your observations on the following:

- Types of student responses.
- Extent of participation of individual students in class discussion.
- Tendencies of individual students to dominate the discussion.
- Tendency of students to engage in irrelevant activities or to tease classmates.
- Types of questions asked by students.
- Nature of observable handicaps.
- Speech or language problems of students.
- Diversity of students in the class.
- The nature and extent of displayed interest by students in a subject or lesson.
- The nature and extent of students' learning abilities for a particular subject or lesson.

The gradual transition of responsibilities back to the lead teacher is very important. Students need to be provided with a sense of continuity and the lead teacher will need the opportunity to re-establish himself or herself with the students.

**OBSERVATIONS IN OTHER CLASSROOMS AND SCHOOLS** -During the internship, the intern observes in various classrooms in the same school or in different schools or districts and may occur at any time during the internship. The observation schedule will be developed by the intern, supervisor, and lead teacher.

- Observations should be for an instructional block that includes a transition and an opportunity to speak with that teacher.
  - The intern should discuss the focus of the observation with the supervisors and lead teacher beforehand.
  - Three days of the internship may be used for observations in other classrooms.
  - Observations in other classrooms must be approved by the supervisor and lead teacher.
  - For each observation, the intern should document the observation on the ‘Verification of Other Classroom Observations’ form (see website and forms) as well as write a reflection for each observation.
  - Interns are to be actively engaged for the entire school day for the entire number of days and weeks required for the internship. The internship is NOT finished when the full control portion is finished. The intern is expected to either be (a) teaching, (b) assisting the lead teacher, or (c) observing in other classrooms. The three observation days may not be used for absences, substituting, or shortening the length of the internship.
- **Notebook Part IV –**
    - **Additional Notes and Reflections** – this section should include your notes and reflections from faculty meetings, extracurricular activity meetings, your observations in other classrooms, and parent conferences that you attend and/or conduct.
  - **Notebook Part V – Evaluation Documentation**

This section contains the assessment documentation for your internship and these documents have already been evaluated by your lead teacher and supervisor. Organize your assessment documents in the following sections:

    - Behavior & Dispositions forms by intern/lead teacher & supervisor
    - 5 formal observations (using UNR observation form) by lead teacher
    - 5 formal observations (using UNR observation form) by supervisor
    - final evaluation
    - self-reflection essay of overall internship experience

**ATTENDANCE AT SCHOOL MEETINGS** Accompany the lead teacher to all faculty meetings, parent-teacher meetings and any other extracurricular activity meetings. Notes from and reactions to these meetings should be included in Section D of your Internship Notebook.

**PARENT-TEACHER CONFERENCES** With the permission of the principal and your lead teacher, conduct three parent-teacher conferences. Write a brief report of each and include them in Section D of your Internship Notebook. Attend all other appropriate parent-teacher conferences that take place during the internship.

**TEACHER DUTIES** Shadow your lead teacher and carry out as many teacher duties as possible throughout the internship, with notes about the experiences included in your reflections journal. You should not be placed in rotation for regular staff duties and assignments; you should work with your lead teacher as he or she fulfills assigned teacher duties.

**EARLY CHILDHOOD ASSIGNMENTS CHECKLIST** The Early Childhood Assignment Checklist (see “Forms”) should be used as a guide for your progress with these assignments. It should be readily available for your

supervisor each time he or she visits. There should be apparent progress made as documented by the dates when your supervisor signs off that assignment which has been completed.

A photocopy of the completed and signed Early Childhood Assignments Checklist should be sent to the Student Intern Office with your Student Teaching Internship Evaluation (see “Forms”) reports.

**LENGTH OF PLACEMENT** Interns are to be actively engaged for the entire school day for the entire number of days and weeks required for the internship. The internship is NOT finished when the total control portion of the internship is finished. The intern is expected to either be a) teaching, or b) assisting the lead teacher until time requirements are met.

**SELF-REFLECTION** Write a self-reflection essay of a minimum of two typed pages at the end of the internship experience. Use your reflections journal as the foundation for your self-reflection essay.

The self-reflection essay should serve as an organizer for Portfolio II. The Student Learning Sample self-reflection essay should be included in this self-reflection essay. The self-reflection essay should also address your growth in the 5 Domains of Professional Competency.

The self-reflection essay is a summary of your overall experience and your strengths as well as your needs for improvement as you personally evaluate them. Include any reflections you choose to make. The self-reflection essay should be submitted to your supervisor a few days prior to the end of your internship.

A copy of your self-reflection essay should be sent to the Office of Field Experiences by the last day of internship.

**BULLETIN BOARDS** You are responsible for planning and displaying four bulletin boards. One must be centered around a display of students' work and one must be interactive (a teaching board).

**PARENT-TEACHER CONFERENCES** With the permission of the principal and your lead teacher, conduct three parent teacher conference. Write a brief report of the conference and include it in Section D of your Internship Notebook.

**PORTFOLIO II** Portfolio II is an extension of Portfolio I which was submitted prior to internship. At the beginning of your internship, the intern shares their Portfolio I with both the lead teacher and supervisor. This will demonstrate the quality of work that should be expected throughout the internship.

Portfolio II is reviewed by the university supervisor and lead teacher(s) at the end of internship. Portfolio II contains the assessment documentation for your internship. Organize your assessment documents in a notebook or folder. Portfolio II consists of the following sections:

- complete Student Learning Sample (1 copy will be turned into UNR for evaluation & keep a copy for your Portfolio II)
- Behavior & Dispositions forms by intern/lead teacher & supervisor
- 5 formal observations (using UNR observation form) by lead teacher
- 5 formal observations (using UNR observation form) by supervisor
- final evaluation and working document rubric
- self-reflection essay of overall internship experience

**STUDENT LEARNING SAMPLE (SLS)** – The SLS is a focused study of the teacher candidates' ability to positively impact student learning. It is completed during the internship. (The SLS Manual located in “Forms”).

**PRAXIS II** At the present time, there is no Praxis II test for Early Childhood Development. However, the Nevada Department of Education may require one in the future.

**YOU WILL NEED TO DOWNLOAD THE APPROPRIATE FORMS  
GO TO “FORMS” UNDER “MANUALS”**

**UNR TEACHER EDUCATION PROGRAMS**  
**TEACHER EDUCATION CANDIDATE PROFESSIONAL BEHAVIOR AND DISPOSITIONS**

All teachers are expected to adhere to a professional code of conduct. How teachers interact with children, parents, and their professional colleagues is as important as their knowledge of content and teaching strategies. The College of Education at the University of Nevada, Reno has adopted a set of professional behaviors or dispositions that we feel are essential for prospective teachers. These dispositions (see attached forms) apply to the university setting, courses, practicum experiences, and the supervised internship and are assessed at different points during the teacher education program. Failure to demonstrate one or more of the dispositions may lead to an individualized plan for improvement and, in extreme cases, could lead to removal from the teacher preparation program. The list of dispositions is not exhaustive. Depending on the situation, there could be other dispositions and professional behaviors that might be relevant to becoming a professional educator that do not appear on the list, but which could be considered in an evaluation of overall readiness to become a teacher.

Each teacher education candidate will be assessed at the following points in their programs:

1. Program Assessment. Each candidate will be assessed in at least once during the program prior to internship. Program faculty may choose to use a practicum course and have the teacher complete the assessment as well.
2. Portfolio I. Each candidate should complete the self-assessment of dispositions. In addition, the candidate should discuss their disposition and professional behaviors as part of the essay in the portfolio.
3. Portfolio II/Internship. During the internship, the lead teacher, the university, supervisor, and the intern will complete the assessment. These assessments will be included in Portfolio II.

At each of these assessment points, the candidate will be given a copy of the assessment.

If any of the scheduled assessments of professional behavior and dispositions raise significant concerns about the candidate, a Referral for Professional Behavior and Dispositions form should be completed (see attached form). In addition, faculty may complete a referral form at any time during the program to raise a concern about a student's professional behavior or dispositions. Examples of behaviors that might result in a referral would be a candidate's inability to work with others in a university class, university classroom behaviors that are a disruption and are not resolved even after intervention by the course instructor, or inappropriate behavior at a practicum or internship site.

The completed Referral for Professional Behavior and Dispositions will be forwarded to the department chair. Upon receipt of a referral form, the department chair will make the determination on how to proceed. The chair will have flexibility in determining how to proceed depending on the severity of the concern and where the candidate is in the program. If there have been multiple referrals or if the initial referral raises significant concerns, the chair will form a faculty committee of at least three faculty members. Typically, the committee will consist of at least two faculty members who have worked with the candidate (typically from the program) and one faculty member who has not worked with the student (typically from outside program). The faculty member making the referral may be a member of the committee. The committee will review the referral materials, meet with the candidate, and make a recommendation on the student continuing in the program. The recommendation must be reviewed and approved by the program and the department chair. The student may appeal the decision to the Teacher Education Coordinating Committee (contact person is the Associate Dean of the College of Education). The decision of the Coordinating Committee will be final.

It should be noted that the assessment of dispositions and professional behavior is a separate process from the university disciplinary action due to violations of the university code of student conduct (see Student Conduct Information in university catalog). The assessment of disposition and any decisions based on these assessments are program and professional judgments by faculty members to determine the candidate's capability to become an educator. If a candidate is accused of a violation of the code of student conduct such as academic dishonesty, the university process for academic dishonesty will be followed. The results of disciplinary action may be considered as part of a referral for disposition and professional behavior but may not be the sole consideration.

**UNR TEACHER EDUCATION PROGRAMS**  
**TEACHER EDUCATION CANDIDATE PROFESSIONAL BEHAVIOR AND DISPOSITIONS**

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The dispositions and professional behaviors contained in this assessment were adapted with permission from materials from the University of Eastern Michigan

<b>Reflective Practitioner</b>
<b>Professional Ethics.</b> The candidate adheres to standards of ethical conduct including academic honesty and confidentiality.
<b>Collaboration.</b> The candidate works effectively with professional colleagues and other adults.
<b>Commitment to Teaching.</b> The candidate values the profession of teaching. He or she exhibits a positive attitude toward schools, teaching, students, and parents.
<b>Emotional Maturity.</b> The candidate responds to frustration and stress appropriately.
<b>Professional Demeanor &amp; Responsibility</b> The candidate is prompt, is not unnecessarily absent, notifies appropriate individuals when absence is necessary, completes assignments on time, and follows through on commitments.
The candidate dresses appropriately for the situation and wears appropriate attire for teachers in the school during practicum and internships.
The candidate is poised and professional in his or her demeanor.
The candidate is flexible and is able to make adjustments to changing student needs and circumstances.
<b>Professional Feedback</b> The candidate is receptive and responsive to professional feedback incorporating suggestions into practice.
<b>Self-Reflection</b> The candidate reflects on and evaluates his or her own behavior and work. He or she is willing to consider multiple perspectives of his or her own performance. The candidate is willing and able to recognize own difficulties or deficiencies and begin to develop potential solutions.
<b>Multicultural and Democracy</b>
<b>Student Focus</b> The candidate recognizes and respects students as valued and unique individuals.
<b>Commitment to Diversity</b> The candidate values multiple aspects of diversity. He or she respects children and adults of varied cultural backgrounds, ethnicities, religions, sexual orientations, social classes, abilities, political beliefs, and disabilities.
<b>Love of Learning &amp; Strong Fund of Knowledge</b>
<b>Initiative</b> The candidate is independent and goes beyond minimum expectations.
<b>Problem Solving</b> The candidate is an active and effective problem solver.
<b>Commitment to Learning</b> The candidate is curious and interested in learning more about students and content areas.
The candidate seeks out and takes advantage of opportunities for professional growth beyond the minimum expectations of what is required in classes.