



Early Childhood Personnel Center

## ECPC Student Teaching Experiences Guide



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## Contents

Introduction to the ECPC Student Teaching Experiences Guide	5
<i>Initial Practice-Based Professional Standards for Early Interventionists/Early Childhood Special Educators (EI/ECSE Standards):</i> <u><a href="#">Standard 8 Field and Clinical Experience</a></u>	6
Student Teaching Experiences Guidelines/Overview	9
Checklists for Students	
Preparing for Day One of the Student Teaching Experience in a Home/Community Setting	10
Preparing for Day One of the Student Teaching Experience in a Center-Based Setting	11
Student Teaching Experience Plan/Agreement: Home/Community and Center-Based Settings	12
Confidentiality/Consent Agreements	
Confidentiality Agreement	14
Parent/Caregiver Video/Work Sample Consent Form	16
Student Video/Work Sample Agreement and Release Form	18
Student Teaching Experience Documentation of Time	19
Student, Field Mentor, and University Supervisor Roles	20
Student	
Student Roles in a Home/Community Student Teaching Experience	21
Student Roles in a Center-Based Student Teaching Experience	23
Field Mentor	
Field Mentor Roles for a Home/Community Student Teaching Experience	25

Field Mentor Roles for a Center-Based Student Teaching Experience	27
University Supervisor	
University Supervisor Roles for a Student Teaching Experience:	
Home/Community and/or Center-Based Setting	29
Guidelines for Instruction/Intervention and Ongoing Assessment for the	
Student and Field Mentor	30
Home/Community Intervention Plan: Key Components	31
Center-Based Lesson Plan: Key Components	33
Information about Coaching	35
Information about Co-Teaching	39
Activity Continuum for a Home/Community Student Teaching Experience	40
Phases of Student Teaching in a Home/Community Setting: Student, Field	
Mentor, and University Supervisor Roles	44
Activity Continuum for a Center-Based Student Teaching Experience	51
Phases of Student Teaching in a Home/Community Setting: Student, Field	
Mentor, and University Supervisor Roles	55
Student Teaching Experience: Weekly Schedule	61
Supervision: Coaching and Reflective Practice	62
Reflective Mentoring and Supervision	63
Discussion Guide: Reflection Conference	64
Post Observation Conference Reflection Summary	66
Student Self-Reflection: Home/Community Setting	67
Student Self-Reflection: Center-Based Setting	68
Reflective Practice Growth Plan	69

Evaluation of Student Teaching Experiences	70
Formative Assessment	
Observation Form: Session Implementation Home/Community Setting	71
Observation Form: Activity Implementation Center-Based Setting	73
Observation Form: Administration of Formal/Informal Assessment Measure	74
Summative Assessment	
Disposition Rating Form: Home/Community or Center-Based Setting	76
Intervention/Instructional Practices and Behaviors Rating Form: Home/Community Setting	77
Intervention/Instructional Practices and Behaviors Rating Form: Center-Based Setting	79
Student Performance Issues and Concerns	80
Description of Unsatisfactory Performance	81
Procedures for Addressing Unsatisfactory Performance	82
Statement of Concern(s)	83
Student teaching Experience Improvement Plan/Contract	84
Student teaching Experience Assistance Plan/Contract	86
Resources/References	87

## **Introduction to the ECPC Student Teaching Experiences Guide**

The ECPC Student Teaching Experience Guide is for use by Early Intervention/Early Childhood Special Education (EI/ECSE) faculty in institutions of higher education (IHEs) preservice programs to prepare for, implement, and evaluate student teaching experiences. The guide contains examples of information, guidelines, and forms for students, field mentors, and university supervisors. The examples are based on a review of handbooks and forms on university websites across the United States. Guidelines and sample forms are provided specific to center-based settings (e.g., public preschool, Early Head Start/Head Start, childcare) and home/community settings (e.g., family home, neighborhood park) as needed. The guide examples may be revised based on the student teaching experience policies and procedures of the IHE faculty's respective university/college.

The [\*Initial Practice-Based Professional Standards for Early Interventionists/Early Childhood Special Educators\*](#) (EI/ECSE Standards) serve as the foundation for the information, guidelines, and forms included in the guide. The guide is developed with the understanding that the programs of study of the higher education programs using this guide align with the EI/ECSE Standards and integrate the Division for Early Childhood's (2014) [\*recommended practices\*](#). DEC's [\*Position Statement on Ethical Practice\*](#) identifies the principles and practice guidelines that students, field mentors, and university supervisors must practice when working with young children and their families.

To ensure that terms are being defined in the same way across users, guide users are encouraged to refer to the glossary in *Practice-Based Standards for the Preparation of Special Educators* (Berlinghoff & McLaughlin, Eds. 2022).

***Initial Practice-Based Professional Standards for Early Interventionists/Early Childhood Special Educators (EI/ECSE Standards): Standard 8 Field and Clinical Experience*** <https://www.dec-sped.org/ei-ecse-standards>

Early Intervention/Early Childhood Special Education candidates progress through a series of planned and developmentally sequenced field experiences for the early childhood age ranges (birth to age 3, 3 through 5 years, 5 through 8 years), range of abilities, and in the variety of collaborative and inclusive early childhood settings that are appropriate to their license and roles. Clinical experiences should take place in the same age ranges covered by the license. If the license covers all three age ranges, the program must provide clinical experiences in at least two of the three age ranges and a field experience in the third age range. These field and clinical experiences are supervised by qualified professionals.

**Supporting Explanation**

Field and clinical experiences provide opportunities for candidates to apply knowledge and to practice skills in culturally and linguistically diverse classrooms, home-based settings, and other community placements in partnership with families and other professionals. Field and clinical experience sites are developed and enhanced over time through collaborative partnerships among local education agencies and other community stakeholders, including families, and university Early Intervention/Early Childhood Special Education (EI/ECSE) faculty. Through collaboration and consultation, placements are selected to provide developmental field experiences that support candidates in using effective practices in a wide array of classrooms, homes, and other community settings.

Field and clinical experiences are designed to link EI/ECSE research and theory to practice and provide rich, scaffolded, developmental, and graduated experiences with increasing

responsibilities for prospective early interventionists and early childhood special educators. Thus, field experiences are aligned with coursework and occur early and throughout the Educator Preparation Program beginning with observation and reflection on practices and systematically progressing to implementation of practices with supervision. Examples of these experiences include course-based field work, practica, internships, and student teaching. Field and clinical experiences are connected and sufficiently extensive and intensive that candidates are able to demonstrate through performance assessments that they have mastered the practices required for the professional roles for which they are preparing.

Field and clinical experiences are structured and varied, and ensure that candidates have experiences with infants, toddlers, and young children and their families across the age ranges and range of abilities for which they are preparing. To facilitate this, placements occur in the variety of collaborative, inclusive, and culturally and linguistically diverse early childhood programs in which infants, toddlers, and young children receive services. These include, but are not limited to, public school preschool and K-3 programs; other publicly funded programs such as Early Head Start and Head Start; community preschool and childcare programs; and the natural environments of the child and family, for example, home, park, or grocery. All candidates have some field experiences across the complete age range. For example, candidates may observe a specific child development domain across the birth through age 8 age range. Or as another example, candidates may observe and reflect on the observation in settings that go across the age ranges. Then, as field experiences focus more on application of practices, candidates complete field experiences for the age ranges included in the license and roles for which they are preparing. In addition, all candidates have some field experiences in which they observe and

participate in collaborative activities with families and other professionals (e.g., home visits, parent-teacher conferences, cross disciplinary team meetings).

Clinical practice must take place in the same age ranges covered by the license. For example, if the license covers two of the three age ranges (e.g., birth to age 3 and 3 through 5 years), clinical experiences must be provided for both age ranges. If the license covers all three age ranges, the program must provide clinical experiences in at least two of the three age ranges (e.g., 3 through 5 years and 5 through 8 years) and a field experience specifically focused on the third age range (e.g., birth to age 3).

Site-based professionals are selected for their expertise and experience with infants, toddlers, and young children and in providing the services for which the candidate is preparing. They hold the certification or credential necessary to work in the EI/ECSE program. Site-based professionals demonstrate mentoring and coaching skills in supporting the learning of candidates. In addition, the site-based professionals effectively communicate with and engage the candidate in self-reflection on the interactions and practices utilized with children, families, and other providers. Although university supervisors may not be licensed or certified in the state in which they are employed, they must have substantial formal preparation in the field of EI/ECSE and have expertise and experience with infants, toddlers, and young children and services for which the candidate is preparing.

## **Student Teaching Experiences Guidelines/Overview**

This section of the guide contains sample checklists and information to assist the student in preparing for the student teaching experience. These include:

- Checklists for Students
  - Preparing for Day One of the Student Teaching Experience in a Home/Community Setting
  - Preparing for Day One of the Student Teaching Experience in a Center-Based Setting
- Student Teaching Experience Plan/Agreement: Home/Community and Center-Based Settings
- Confidentiality/Consent Agreements
  - Confidentiality Agreement
  - Parent/Caregiver Video/Work Sample Consent Form
  - Student Video/Work Sample Agreement and Release Form
- Student Teaching Experience Documentation of Time

*Note.* The university policies for student teaching including confidentiality, parent/caregiver consents, and student video/work samples must be followed. The above are examples of what may be included in such forms.

## Preparing for Day One of the Student Teaching Experience in a Home/Community Setting

**Student's Name:**

**Student Teaching Site:**

**Field Mentor's Name:**

**Semester/Year:**

**University Supervisor:**

In preparing to begin this student teaching experience, you must complete required activities and review relevant university and student teaching site information and policies. The activities to complete and information and policies to review are listed in the table below, along with a column to initial and date when each is complete. Submit this form to your university supervisor prior to beginning student teaching. Keep a copy of the form for your portfolio.

<b>Activities, Information, and Policies</b>	<b>Complete</b>
Read the syllabus and mark all due dates on your calendar.	
Arrange a pre-visit to meet the program director (if applicable) and your field mentor.	
Obtain a copy of and/or learn how to access the program handbook and/or policies and procedures manual, your field mentor's schedule, and any emergency procedures.	
Review the program's policies and procedures (e.g., dress code, arrival and departure times, confidentiality, use of social media, liability insurance, transportation).	
Learn about the community and the children and families with whom you will be working.	
Review the national ( <a href="#">EI/ECSE Standards</a> ), state (if applicable), and any other standards for which the practicum/student teaching requirements are based.	
Review the personal and professional dispositions upon which you will be assessed ( <a href="#">DEC Position Statement on Ethical Practice</a> ).	
Review the state's early learning standards.	
Become acquainted with the assessment and intervention practices that are being implemented.	
Become thoroughly acquainted with the University's Student Teaching Experience Handbook.	
Attend the orientation/goal setting meeting with your field mentor and university supervisor that is held prior to student teaching.	

*Note.* The form can be modified to include additional items specific to the university and placement setting and based on the university's policies for student teaching.

## Preparing for Day One of the Student Teaching Experience in a Center-Based Setting

**Student's Name:**

**Student Teaching Site:**

**Field Mentor's Name:**

**Semester/Year:**

**University Supervisor:**

In preparing to begin this student teaching experience, you must complete required activities and review relevant university and center/school information and policies. The activities to complete and information and policies to review are listed in the table below, along with a column to initial and date when each is complete. Submit this form to your university supervisor prior to beginning student teaching. Keep a copy of the form for your portfolio.

<b>Activities, Information, and Policies</b>	<b>Complete</b>
Read the syllabus and mark all due dates on your calendar.	
Arrange a pre-visit to: <ul style="list-style-type: none"> <li>• Meet the program director/principal and your field mentor, and</li> <li>• Get to know the physical layout of the center/school by               <ul style="list-style-type: none"> <li>○ Touring the building.</li> <li>○ Learning the location of spaces, such as parking spaces, cafeteria, restrooms, the media resource center, and the library.</li> <li>○ Identifying where to sign in and sign out.</li> </ul> </li> </ul>	
Obtain a copy of and/or learn how to access the center/school handbook, the school calendar, and emergency procedures.	
Review the policies and procedures of the center/school (e.g., dress code, arrival and departure times, confidentiality, use of social media, liability insurance).	
Learn about the community and the people who live there.	
Review the national ( <a href="#">EI/ECSE Standards</a> ), state (if applicable), and any other standards for which the student teaching requirements are based.	
Review the personal and professional dispositions upon which you will be assessed ( <a href="#">DEC Position Statement on Ethical Practice</a> ).	
Review the state's early learning standards.	
Become acquainted with the curriculum and materials that are being used.	
Become thoroughly acquainted with the University's Student Teaching Experience Handbook.	
Attend the orientation/goal setting meeting with your field mentor and university supervisor that is held prior to student teaching.	

*Note.* The form can be modified to include additional items specific to the university and placement setting and based on the university's policies for student teaching.

**Student Teaching Experience Plan/Agreement: Center-Based  
and Home/Community Settings**

**Student's Name:**

**Student Teaching Site:**

**Field Mentor's Name:**

**Semester/Year:**

**University Supervisor:**

The semester long student teaching experience is completed in a center-based and/or home/community setting in cooperation with an experienced educator (i.e., your field mentor) and with the assistance and support of a university supervisor. It is designed to give education candidates an opportunity to apply the knowledge and skills included in the professional standards acquired in the professional preparation courses leading up to the student teaching experience. The student is a professional guest in the student teaching experience setting.

The student/candidate agrees to:

1. Begin full-time at the center/school site when teachers report in the fall and January and continue for the period designated by university policy. Begin and end the home/community placement based on the university's semester schedule.
2. Adhere to the calendar adopted by the student teaching site (e.g., holidays).
3. Follow the policies, procedures, and regulations of the center/school/program system and the university.
4. Follow the relevant professional code(s) of ethics (e.g., [DEC Position Statement on Ethical Practice](#)).
5. Follow the same daily schedule as your field mentor, participating in all activities (e.g., staff/team meetings, IFSP/IEP meetings, parent-teacher conferences, open houses).
6. Inform the principal/program director, the field mentor, and the university supervisor as soon as possible regarding illness or other emergencies. Any days missed for any reason (i.e., illness, interviews) must be made up. When responsible for planning and implementing instruction/intervention, plans must be left for the field mentor.
7. Document all time in your placement as required by your university including special activities such as planning days, workshops, and other meetings.
8. Prepare, in collaboration with the field mentor and university supervisor, a plan for gradual assumption of intervention/instruction and other identified responsibilities.
9. Stay abreast of essential information regarding the student teaching experience and related on-campus activities by attending and participating fully in the accompanying seminars, checking in regularly with the university supervisor, and checking email regularly.

10. Prepare a weekly schedule and submit to the field mentor and university supervisor at the end of each week for the next week.
11. Prepare instruction/intervention plans and submit for review by the field mentor prior to implementation.
12. Obtain signed parent/caregiver video/work sample consent forms.
13. Collect evidence of work and performance as part of an ongoing portfolio.
14. Conduct one formal video-taped self-observation and complete the Activity Implementation Center-Based Setting Form or the Session Implementation Home/Community Setting form (see formative evaluation forms in the Evaluation of Student Teaching Experiences section of this guide).

---

Student: Printed Name

Student: Signature and Date

---

Field Mentor: Printed Name

Field Mentor: Signature and Date

---

University/Faculty Supervisor: Printed Name  
and Date

University/Faculty Supervisor: Signature

*Note.* This sample plan/agreement should be modified to be consistent with the university's student teaching policies.

The sample plan/agreement is worded to reflect both center-based and home/community settings. It may be modified to specifically address one of the two types of settings. It is also written as a semester long contract with the understanding that some student teaching requirements include more than one placement. The wording in the introductory paragraph may also be revised to reflect that. Some programs may want to have a separate plan/agreement for each placement setting.

## Confidentiality Agreement

As a future educator, it is your ethical and legal responsibility to keep all information about the children and families with whom you will be working confidential. The [Family Educational Rights and Privacy Act \(FERPA\)](#) provides protections specific to children's and families' educational records. The FERPA policies must be reviewed prior to beginning student teaching, as well as any additional confidentiality policies of your university and student teaching site.

All personal identifiable information related to children, families, other professionals, and paraprofessionals must be removed from your student teaching assignment submissions and the following privacy requirements *must* be followed. Initial next to each item and sign the bottom of the agreement to indicate that you have read, understand, and agree to these requirements.

\_\_\_ I will only access confidential child and family information after receiving permission from my field mentor or appropriate person based on the student teaching placement policy.

\_\_\_ I will review confidential files at the student teaching site or location designated by the field mentor (for home/community settings) and will not remove them from that site.

\_\_\_ I will ask my field mentor any questions about individual children's confidential records.

\_\_\_ I will only discuss confidential information with individuals approved by the student teaching site policies.

\_\_\_ I will use pseudonyms for names of children, families, other professionals, and paraprofessionals in products for student teaching experience assignments.

\_\_\_ I will de-identify any personally identifiable information on artifacts submitted as part of field experience assignments (e.g., children's work, assessment data, photos, videos).

\_\_\_ I will store any notes, information, and collected documents in a secure place, preferably a locked or password protected location.

\_\_\_ I will follow the student teaching placement policies for photographing and audio or video recording of children, families, other professionals, or paraprofessionals.

\_\_\_ I will stress that the information I gather will remain anonymous and will only be shared with approved individuals.

\_\_\_ I will only use online tools that meet security and privacy guidelines and can be protected by a password or selective viewing permissions.

I, Student's Name, have read the above guidelines and related policies and understand my responsibility to protect children's and families' information for the educational purposes of this student teaching experience and agree to adhere to these guidelines and policies.

Student's Signature:

Date:

*Note.* This sample confidentiality agreement includes examples of items that may be included in a confidentiality form. Items included in such a form must adhere to the university's and student teaching site's confidentiality policies.

### Parent/Caregiver Video/Work Sample Consent Form

Dear Parent/Caregiver (insert name here):

Your child will have a student from (name of university) in your (classroom/home) from (date) to (date) who is completing degree requirements to become an early interventionist or early childhood special educator. As part of this process, the student must demonstrate effectiveness in planning and implementing instruction/intervention by submitting instruction/intervention plans, videotapes of some of the activities that they implement, and examples of children's work (e.g., artwork, dictated stories). The videotapes will be viewed under secure, password-protected conditions and not posted on public social media sites. Students will not name any child in the videotapes; however, children will appear in the video and their voices may be heard in the recording. The children's work will be included in the student's portfolio and will not include any child's name or other identifying information.

Please complete the form below to indicate whether you give permission for your child's participation in these activities. Thank you for your consideration and for your support in preparing future educators.

---

Child's Name:

Student's Name

Semester/Year:

Field Mentor:

Student Teaching Experience Site:

I am the parent/caregiver of (child's name). I have received and read your letter and understand its contents.

Please check the appropriate blank below.

\_\_\_\_\_ I DO give permission for my child to appear in video recordings and understand that my child's name will not appear in the video materials.

\_\_\_\_\_ I DO give permission for my child's work samples to be included in the student's portfolio and understand that my child's name will not appear on these materials.

\_\_\_\_\_ I DO Not give permission for my child to appear in video recordings, and understand that my child will be seated outside of the recorded activities.

\_\_\_\_\_ I DO Not give permission for my child's work samples to be included in the student's portfolio.

---

Parent/Guardian's Signature:

---

Parent/Guardian's Printed Name:

---

Date:

*Note.* This sample consent form includes content that may be included in a parent consent form. Content included in such a form must adhere to the university's and student teaching site's confidentiality policies.

## Student Video/Work Sample Agreement and Release Form

**Student's Name:**

**Semester/Year:**

**Student Teaching Experience Site:**

I agree that when I video record my instruction/intervention or other activities at the student teaching site that I will follow all university and student teaching site policies.

I understand that the video recording may be on my personal electronic device, if permitted; and that such video recording is required by the student teaching experience assignments.

I agree that I will obtain all necessary permission from the children's parents/guardians and relevant student teaching experience site officials to make such recordings.

I further understand and agree that any video recordings I make are intended and shall be used only for the purpose of fulfilling the student teaching experience requirements.

I agree to not name any child in the videotapes; however, children will appear in the video and their voices may be heard in the recording.

I understand and agree that all video recordings will only be stored in the \_\_\_\_\_ (university name) designated platform and will only be shared with my field mentor and university supervisor.

I agree that examples of children's work (e.g., artwork, dictated stories) will only be included in my student teaching experience portfolio and will not include any child's name or other identifying information.

I agree that I will obtain all necessary permission from the children's parents/guardians and relevant student teaching experience site officials to collect and include children's work samples in my portfolio.

I have read this document prior to signing it and I understand and agree to its contents.

Student's Signature:

Student's Printed Name:

Date:

*Note.* This sample agreement and release form includes content that may be included in a student form. Content included in such a form must adhere to the university's and student teaching site's confidentiality policies.

### Student Teaching Experience Documentation of Time

**Student:**

**Semester/Year:**

**Field Mentor:**

**Week:** MM/DD/YEAR – MM/DD/YEAR

**University Supervisor:**

**Student Teaching Site:**

This form must be completed at the end of each week of the student teaching experience and submitted to your field mentor and university supervisor. Hours should be calculated to the nearest quarter of an hour (e.g., 2 hours and 40 minutes = 2.75 hours). The total hours each day includes:

- Direct supervised intervention/instruction – time spent directly working with children and/or the parent/caregiver (e.g., individual, small, and whole group intervention/instruction, coaching with the parent/caregiver, assessment),
- Indirect non-instruction/intervention hours – time spent with children or the parent/giver or the field mentor only (home/community settings) (e.g., observing your field mentor, reflection conferences with the field mentor, parent-teacher conferences, bus duty, meal duty), and
- Other activities – activities not included in either direct or indirect hours (e.g., planning time, your lunch time, faculty/staff meetings, professional development, or workdays).

Day	Date	Direct Supervised Intervention, Instruction Hours	Indirect Non-Instruction, Instruction Hours	Other Activity Hours	Daily Total Hours
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
<b>Weekly Total Hours</b>					

Student's Signature:

Date:

Field Mentor's Signature:

Date:

## **Student, Field Mentor, and University Supervisor Roles**

This section of the guide contains lists of the roles for the student, the field mentor, and the university supervisor during the student teaching experience. Both the student and field mentor sets of roles include expectations for both home/community and center-based settings.

- Student
  - Student Roles in a Home/Community Student Teaching Experience
  - Student Roles in a Center-Based Student Teaching Experience
- Field Mentor
  - Field Mentor Roles for a Home/Community Student Teaching Experience
  - Field Mentor Roles for a Center-Based Student Teaching Experience
- University Supervisor
  - University Supervisor Roles for a Student Teaching Experience: Home/Community and/or Center-Based Setting

### **Student Roles in a Home/Community Student Teaching Experience**

- Adhere to the arrival and dismissal times of staff for the placement site.
- Follow the calendar of the placement setting, not the university calendar.
- Adhere to the policies and procedures of the placement setting.
- Attend all meetings and activities required of your field mentor (e.g., IFSP/IEP meetings, staff meetings, parent-teacher conferences, professional development workshops).
- Dress according to the dress code for the placement site.
- Notify your field mentor and university supervisor prior to an absence due to illness or emergency circumstances. See the university policy for absences.
- Store your cell phone in your backpack or other type of storage when in the student teaching placement.
- Respect the culture, values, and language of the individuals with whom you interact.
- Acknowledge and address sources of potential implicit and explicit bias.
- Establish a communication plan (i.e., modes and timeframe) with your field mentor.
- Use technology only for professional purposes, not private use (e.g., email, texting, social media).
- Maintain confidentiality.
- Be prepared daily for assigned roles and with assigned materials (e.g., lesson plans, intervention plans, instructional materials).
- Complete required assignments in a professional and timely manner.
- Complete a minimum of (weeks) of full-time instruction/intervention.
- Self-reflect on your performance daily (e.g., portfolio entry, discussion with field mentor).

- Accept feedback and follow recommendations of your field mentor and university supervisor.
- Seek clarification when needed.
- Complete all required forms/evaluations at the end of the semester/term.
- Respect the culture, values, language of the families with whom you interact.
- Arrive on time at the designated place if your field mentor is providing you transportation to the home/community settings.
- When applicable, plan for and discuss any needed accommodations with field mentor and university supervisor.
- Contact the university supervisor immediately if there are concerns or issues with your field mentor.

### **Student Roles in a Center-Based Student Teaching Experience**

- Adhere to the arrival and dismissal times of staff for the placement site.
- Follow the calendar of the placement setting, not the university calendar.
- Adhere to the policies and procedures of the placement setting.
- Attend all meetings and activities required of your field mentor (e.g., IFSP/IEP meetings, staff meetings, parent-teacher conferences, professional development workshops).
- Dress according to the dress code for the placement site.
- Notify your field mentor and university supervisor prior to an absence due to illness or emergency circumstances. See the university policy for absences.
- Store your cell phone in your backpack or other type of storage when in the student teaching placement.
- Respect the culture, values, and language of the individuals with whom you interact.
- Acknowledge and address sources of potential implicit and explicit bias.
- Establish a communication plan (i.e., modes and timeframe) with your field mentor.
- Use technology only for professional purposes, not private use (e.g., email, texting, social media).
- Maintain confidentiality.
- Be prepared daily for assigned roles and with assigned materials (e.g., lesson plans, intervention plans, instructional materials).
- Complete required assignments in a professional and timely manner.
- Complete a minimum of (weeks) of full-time instruction/intervention.
- Self-reflect on your performance daily (e.g., portfolio entry, discussion with field mentor).

- Accept feedback and follow recommendations of your field mentor and university supervisor.
- Seek clarification when needed.
- Complete all required forms/evaluations at the end of the semester/term.
- Assist with all assigned duties of your field mentor (e.g., lunch duty, bus duty).
- Collaborate with paraprofessionals and other professionals in the setting.
- When applicable, plan for and discuss any needed accommodations with field mentor and university supervisor.
- Contact the university supervisor immediately if there are concerns or issues with your field mentor.

### **Field Mentor Roles for a Home/Community Student Teaching Experience**

- Plan and implement an initial meeting with the student to orient them to the program and the children and families that includes:
  - Program philosophy,
  - Background information on children and families, including cultures, languages, and disability conditions represented,
  - Relevant Part C policies and procedures,
  - Intervention models and strategies,
  - Intervention plans,
  - Assessment procedures,
  - Role of any paraprofessionals and other professionals.
- Discuss travel arrangements for home/community visits (if applicable).
- Introduce the student to colleagues and children and families as your co-interventionist.
- Assign a workspace for the student's professional materials if the program provides office space.
- Assist the student in creating an introduction to parents/caregivers (e.g., letter, email, text, phone call, video).
- Model intervention/instruction.
- Guide the student in developing intervention/instructional plans.
- Provide the student with intervention/instructional opportunities.
- Assist the student in identifying resources in the home and community settings that could be used for intervention/instructional purposes.

- Facilitate the student's collaboration with parents/caregivers to embed IFSP outcomes into daily activities and routines.
- Involve the student in formal and informal assessment of children's learning and development.
- Guide the student in self-assessment and reflective practices.
- Schedule and meet daily with the student.
- Provide the student with regular feedback (e.g., written, verbal, combination).
- Observe the student implementing intervention.
- Identify opportunities for the student to observe other professionals and activities (e.g., IFSP meetings, developmental evaluations, transition meetings).
- Meet with student and university supervisor prior to, midway, and at the end of the student teaching experience.
- Complete required forms, including evaluation forms.
- Communicate with the University Supervisor with questions or concerns as soon as they arise.
- Write a letter of reference for the student.

### **Field Mentor Roles for a Center-Based Student Teaching Experience**

- Introduce the student to colleagues and children as your co-teacher.
- Plan and implement an initial meeting with the student to introduce them to the setting and the children that includes:
  - Program policies and procedures (MTSS, RtI, PBIS, IFSP/IEP meetings, discipline, emergencies, etc.).
  - Schedules and routines, including meals, playground, etc.
  - Information about children and families, including cultures, languages, and disability conditions represented.
  - Curriculum and resource materials, including daily and long-range plans.
  - Behavioral support system.
  - Assessment procedures.
  - Role of any paraprofessionals and other professionals.
- Assign a workspace within the classroom for the student's professional materials.
- Assist the student in creating an introduction to parents/caregivers (e.g., letter, email, text, phone call, video).
- Model intervention/instruction.
- Guide the student in developing intervention/instructional plans.
- Provide the student with intervention/instructional opportunities.
- Facilitate the student's collaboration with other professionals to embed IFSP/IEP outcomes into daily activities and routines.
- Involve the student in formal and informal assessment of children's learning and development.

- Guide the student in self-assessment and reflective practices.
- Schedule and meet daily with the student.
- Provide the student with regular feedback (e.g., written, verbal, combination).
- Observe the student implementing lessons.
- Identify opportunities for the student to observe other professionals and activities (e.g., IEP meetings, diagnostic assessments, inclusion in special activities such as music class).
- Meet with student and university supervisor prior to, midway, and at the end of the student teaching experience.
- Complete required forms, including evaluation forms.
- Communicate with the University Supervisor with questions or concerns as soon as they arise.
- Write a letter of reference for the student.

**University Supervisor Roles for a Student Teaching Experience: Home/Community  
and/or Center-Based Setting**

- Assist in the placement of students in settings that promote inclusion and have children and families who represent diversity.
- Serve as the liaison between the university and the program administration.
- Meet with student and field mentor prior to, midway, and at the end of the student teaching experience.
- Maintain regular communication with the student.
- Maintain regular communication with the field mentor.
- Address any questions or concerns of the field mentor and student.
- Be aware of any university support for students with an identified disability and/or mental health issues and provide that information to students and field mentors as needed.
- Observe the student a minimum number of times (determined by university and/or state policy) during the student teaching experience and conduct a post-observation conference with the student after each observation.
- Review the student's portfolio as part of the scheduled observation and provide feedback.
- Guide the student in self-assessment and reflective practices.
- Complete required forms, including evaluation forms.
- Assign a grade in consultation with the field mentor.
- Write a letter of reference for the student.

## **Guidelines for Instruction/Intervention and Ongoing Assessment for the Student and Field Mentor**

This section of the guide includes guidelines for the student and field mentor as the student assists with and/or takes the lead in planning for, implementing, and evaluating intervention/instruction and ongoing assessment in the student teaching experience. The Activities Continuum for Student Teaching Experiences identifies key roles of the student over the period of the student teaching experience. Since student teaching experiences vary in length across universities, the continuum is organized by phases. It can be adapted for a specific program to identify key roles on a weekly basis. The weekly schedule for student teaching experiences would be completed by the student in collaboration with the field mentor to identify key roles for the upcoming week and submitted to the field mentor and university supervisor at the end of each week.

- Home/Community Intervention Plan: Key Components
- Center-Based Lesson Plan: Key Components
- Information about Coaching
- Information about Co-Teaching
- Activity Continuum for a Home/Community Student Teaching Experience
- Phases of Student Teaching in a Home/Community Setting: Student, Field Mentor, and University Supervisor Roles
- Activity Continuum for a Center-Based Student Teaching Experience
- Phases of Student Teaching in a Center-Based Setting: Student, Field Mentor, and University Supervisor Roles
- Student Teaching Experience: Weekly Schedule

## **Home/Community Intervention Plan: Key Components**

Home/community student teaching experiences require intervention plans. Intervention plans are written in advance for intervention sessions in which the student takes the lead in facilitating the session. The field mentor reviews the plan, provides feedback, and approves the plan prior to its implementation. If the university supervisor is observing the student implementing an intervention session, they would also review the plan and provide feedback.

The following is a template of the key components of the intervention plan.

<b>Student:</b>	<b>Child's Age:</b>
<b>Field Mentor:</b>	<b>Developmental Domain:</b>
<b>University Supervisor:</b>	<b>Date:</b>
<b>Student Teaching Site:</b>	<b>Beginning/Ending Time:</b>
<b>Child (pseudonym):</b>	<b>Family Members Present:</b>

State Early Learning Standard(s):

IFSP/IEP Outcomes/Goals: (IFSP outcomes and/or IEP goals to be addressed in the session)

Objective: (intermediate step between the child's current level of functioning and the accomplishment of the IFSP outcome or IEP goal)

Greeting: (description of strategies to greet the child and parent/caregiver and develop rapport)

Review and Joint Planning: (review of what has occurred since the last session based on the last session's plan, discussion of what will occur this session)

Procedures:

- **Observation:** (what the early interventionist [EI] may observe the parent/caregiver saying/doing based on current evidence-based practices [EBPs] being used and the feedback to be provided)
- **Refining and/or Changing EBPs:** (identify reflective questions EI may ask parent/caregiver to discuss specific to the effectiveness of the current EBPs being used and what changes may need to be made)
- **Modeling:** (description of what EI *may* model using current, refined, or new EBPs and information about how and why EBP being implemented in this manner, note – specific practices to be modeled will not be possible until the above two steps in the plan occur)
- **Practicing and Reflecting:** (how EI asks parent/caregiver to practice the refined or new EBPs, examples of feedback to provide the parent/caregiver, and sample questions to facilitate their reflection on use of the practices including how to embed in daily routines)

- Joint Planning: (description of what the EI says to facilitate planning with the parent/caregiver what each will do prior to the next session)
- Closure: (summary of what occurred in session and what will occur including data-based outcomes, confirm next session day/time, thank parent/caregiver and child for time together today and end on a positive note)

### **Center-Based Lesson Plan: Key Components**

Center-based student teaching experiences require lesson plans. Lesson plans for activities that the student implements are written in advance. The field mentor reviews them, provides feedback, and approves the plan prior to its implementation. If the university supervisor is observing the student implementing an activity, they would also review the plan and provide feedback.

The following is a template of the key components of the lesson plan.

<b>Student:</b>	<b>Activity:</b>
<b>Field Mentor:</b>	<b>Content Area/Domain:</b>
<b>University Supervisor:</b>	<b>Date:</b>
<b>Student Teaching Site:</b>	<b>Beginning/Ending Time:</b>

Title of Activity:

State Early Learning Standard(s):

Objective(s): (1-3 observable and measurable objectives linked to the Early Learning Standards)

IFSP/IEP Outcomes/Goals: (IFSP outcomes and/or IEP goals to be addressed in the activity)

Materials and Resources Needed:

Procedures for Activity:

- Introduction
- Intervention/Instruction (step-by-step sequence of what the educator will say and do, how materials will be presented, and use of evidence-based strategies [e.g., modeling, prompts, reinforcement])
- Closure (summary of the learning)
- Clean-up Procedures
- Transition to Next Activity

Differentiation: (e.g., UDL, variation in intervention/instructional strategies, materials used,)

Systematic Intervention/Instruction: (based on individual needs)

Role of Other Professionals/Paraprofessionals in the Setting: (examples – sitting with children in small or large group and assisting as needed, assisting a specific child in small or large group, recording assessment data)

Assessment: (description of what assessment data to be recorded and how used, including forms for progress monitoring)

Extensions: (how the objectives for the activity are integrated into other activities [e.g., centers, small group])

Home follow-up: (any home activities for carry-over, generalization)

### **Information About Coaching**

The student plans and facilitates intervention with assistance of the field mentor during the student teaching experience in home/community settings. Both the field mentor and student partner with parents/caregivers to address the resources, priorities, and concerns of individual families as identified in the IFSP. In the student teaching experience, the student also plans and implements intervention/instruction independently with permission of the families and with the understanding that the field mentor may assist, if needed.

In many early intervention (EI) programs (see the resources below for other approaches/models), the Primary Service Provider (PSP) Model using evidence-based coaching practices is employed. The PSP is the EI team member identified in the IFSP as the family's primary contact for EI services. While there may be more than one service listed on the IFSP, the PSP is the person who interacts on a regular basis with the family. The PSP receives consultation from the other team members in areas for which the PSP does not have expertise. The student is placed with a field mentor in student teaching experiences who is in the special instruction role and serves as the PSP for multiple children and families.

Coaching, as implemented by the PSP, has emerged as an evidence-based practice based on key concepts and principles found in early childhood literature. A commonly quoted definition of coaching is that of Rush and Shelden (2020) who define coaching as “an adult learning strategy in which the coach promotes the learner's (coachee's) ability to 1) reflect on his or her actions as a means to determine the effectiveness of an action or practice and 2) develop a plan for refinement and use of the action in immediate and future situations” (p.8).

Coaching is as much a process as it is a practice. While there is variance in descriptions of how the process unfolds, coaching is often discussed as having five key qualities or characteristics (Rush and Sheldon, 2020):

- Joint Planning – a plan agreed upon by the coach and coachee at both the beginning and end of an intervention session as to what they will work on and in what routines or activities.
- Observation – the coach observes the coachee’s and/or the coachee observes the coaches’ actions or practices with the child to be used to develop new skills, strategies, or ideas.
- Action/practice – spontaneous or planned events (e.g., modeling by the coach) that occur within the context of a daily routine that provides the coachee with opportunities to practice, refine, or analyze new or existing skills.
- Reflection – analysis and discussion of existing strategies to determine how they are consistent with evidence-based practices and whether the strategy should continue to be implemented without change or modified to achieve the intended outcome(s).
- Feedback – information provided by the coach based on direct observation of the coachee and/or actions or information reported by the coachee to expand the coachee’s understanding about a specific evidence-based practice or to affirm the coachee’s thoughts or actions related to the intended outcome(s).

The family and child are at the center of this model. Coaching promotes confidence and competence for the parent/caregiver so they can incorporate the strategies into their family’s daily routine which allows opportunities throughout each day for the child to learn new skills.

The following resources provide additional information about the PSP model and coaching.

**Early Childhood Technical Assistance Center**

- Service delivery approaches and models commonly implemented in Part C of IDEA are identified with links for more information about each model and related resources.

<https://ectacenter.org/topics/eiservices/approaches-models.asp>

### **The Family, Infant and Preschool Program (FIPP)**

- The Early Intervention Series: Primary Service Provider Approach to Teaming examines the characteristics of implementing a PSP approach. The information and practitioners featured in this module also use natural learning environment practices and a coaching interaction style.

<https://fipp.ncdhhs.gov/prof-development/elearning/primary-service-provider/>

- The Early Intervention Series: Coaching introduces the characteristics of coaching in natural learning environments. The module's objectives are for learners to:
  - Understand how the principles of adult learning are used within the context of EI,
  - Identify the characteristics of coaching in an EI session,
  - Use reflective questions and feedback in EI sessions.

<https://fipp.ncdhhs.gov/prof-development/elearning/coaching-practices-in-early-intervention/>

- CASEcollections are collections of web-based journal articles, tools, how-to guides, and bibliographies on a specific topic or theme related to early childhood and family-centered practices. Coaching is one of the topics.

<https://fipp.ncdhhs.gov/publications-products/case-publications/casecollections/>

### **Virginia Early Intervention Professional Development Center**

- The Coaching in Early Intervention section of this website provides a definition of coaching and a variety of resources to support the use of coaching in early intervention.

[https://www.veipd.org/main/sub\\_coaching.html](https://www.veipd.org/main/sub_coaching.html)

- Early Intervention Strategies for Success: Tips, Insight, and Support for EI Practitioners provides an interactive blog space for early interventionists to learn about and share strategies that they use in work with children and families. Some of the blogs focus on coaching and related topics.

<https://www.veipd.org/earlyintervention/>

- The Quick Coaching Reference Guide identifies and briefly describes the components of the PSP Coaching Model.

[https://www.veipd.org/main/pdf/quick\\_coaching\\_reference\\_guide.pdf](https://www.veipd.org/main/pdf/quick_coaching_reference_guide.pdf)

### **Information About Co-Teaching**

The student co-plans, co-teaches (co-intervenes/instructs), and co-assesses with the field mentor during the student teaching experience in a center-based setting. Both the field mentor and student address diverse and specific needs of children, including individualized instruction. In the student teaching experience, the student also solo-teaches (i.e., plans and implements intervention/instruction independently with the understanding that the field mentor may assist, if needed).

This model allows for:

- Enhanced adult/child ratio,
- Increased instructional options, and
- Targeted opportunities for the field mentor to mentor the student, including joint reflection.

There are a variety of co-teaching strategies with some most appropriate for large group instruction, others for small group instruction, and some which may be used for either small or large group instruction. Badiali and Titus (2010) identify six co-teaching models, a description of each, and an example of the model being implemented.

### **Activity Continuum for a Home/Community Student Teaching Experience**

The activity continuum identifies key roles of the student over the period of the student teaching experience. Since student teaching experiences vary in length across universities, the organization of the continuum is by phases. It can be adapted for a specific program to identify key roles on a weekly basis. The student completes the weekly schedule for student teaching in collaboration with the field mentor to identify key roles for the upcoming week and submits it to the field mentor and university supervisor at the end of each week.

#### **Phase 1: Orientation/Beginning Phase**

- Tour the program offices, as appropriate, and learn what resources are available.
- Meet the program director and become acquainted with the other professionals.
- Introduce yourself to children and families and learn their names.
- Observe specific traditions and practices within the homes and discuss with your field mentor.
- Discuss with your field mentor how they plan for intervention sessions.
- Observe your field mentor's intervention strategies and methods including their use of materials and toys in the home.
- Observe team practices, if possible.
- Review IFSPs.
- Take notes and conference with your field mentor daily on observed intervention sessions.  
(This may occur in the car, subway, etc. when traveling from one location to the next.)
- Develop a schedule with your field mentor for the student teaching experience.
- Assist with intervention sessions as instructed by your field mentor.
- Attend all meetings with your field mentor.

- Write daily reflections.
- Develop and submit the weekly schedule for the next week by each Friday.
- Plan with your field mentor intervention plans for the first week of Phase 2.
- Add artifacts to your portfolio.

### **Phase 2: Introductory Intervention/Instruction Phase**

- Plan for and implement intervention with the assistance of your field mentor for one family for the week. Each week add an additional family for whom you are responsible for planning and implementing. If some early intervention services are provided in a center (e.g., Early Head Start, childcare), one or more of the intervention sessions for which the student is responsible can be in the center. (The increase in responsibility for planning and implementing will vary based on the length of the student teaching experience and university requirements.)
- Ensure that ongoing assessment data is recorded for the intervention sessions.
- Attend all meetings with your field mentor.
- Write daily reflections including a separate reflection for each intervention session you facilitate.
- Participate in post-conferences with your field mentor after they complete a *formal* observation.
- Videotape yourself implementing an intervention session with permission of the family, reflect on your use of specific evidence-based strategies, and discuss with your field mentor.
- Develop intervention plans with assistance from your field mentor for the next week and submit them by each Friday.
- Develop and submit the weekly schedule for the next week by each Friday.

- Add artifacts to your portfolio.

### **Phase 3: Full Time Intervention/Instruction Phase**

- Plan and implement intervention for a minimum of \_\_\_\_\_ weeks for the entire day with supervision from your field mentor. Note: In home-based settings, some parents/caregivers may not give permission for the student to take the lead.
- Ensure that ongoing assessment data is recorded for each intervention session.
- Attend all meetings with your field mentor.
- Write daily reflections including a separate reflection for each intervention session implemented.
- Participate in post-conferences with your field mentor after they complete a formal observation.
- Attend all meetings with your field mentor.
- Write daily reflections including a separate reflection for each activity implemented.
- Participate in post-conferences with your field mentor after they complete a *formal* observation.
- Videotape yourself implementing (insert number) of intervention sessions with parent/caregiver permission, reflect on your use of specific evidence-based strategies, and discuss with your field mentor.
- Develop intervention plans with assistance from your field mentor, as needed, for the next week and submit them by each Friday.
- Develop and submit the weekly schedule for the next week by each Friday.
- Add artifacts to your portfolio.

**Phase 4: Decreasing Responsibility and Observation Phase**

- Phase out responsibility for planning and implementing intervention with your field mentor gradually resuming responsibility for the full day.
- Complete relevant observations (e.g., IFSP meetings, related service discipline professionals, developmental evaluations, initial home visit with service coordinator).
- Write reflections of observations.
- Develop and submit the weekly schedule for the next week by each Friday.
- Collect artifacts for portfolio and submit portfolio to field mentor and university supervisor for review.
- Participate in summative conferences with your field mentor and university supervisor.
- Complete and submit all required forms to your university supervisor/university.

**Phases of Student Teaching in a Home/Community Setting: Student, Field Mentor,  
and University Supervisor Roles**

Phase	Student Role	Field Mentor Role	University Supervisor Role
<b>Phase 1: Orientation and Beginning Phase</b>	<ul style="list-style-type: none"> <li>• Tour the program offices, as appropriate, and learn what resources are available.</li> <li>• Meet the program director and become acquainted with the other professionals.</li> <li>• Introduce yourself to children and families and learn their names.</li> <li>• Observe specific traditions and practices within the homes and discuss with your field mentor.</li> <li>• Discuss with your field mentor how they plan for intervention sessions.</li> <li>• Observe your field mentor's intervention strategies and methods including their use of materials and toys in the home.</li> <li>• Observe team practices, if possible.</li> <li>• Review IFSPs.</li> <li>• Take notes and conference with your field mentor daily on observed intervention sessions. (This may occur in the car, subway, etc. when traveling from one location to the next.)</li> </ul>	<ul style="list-style-type: none"> <li>• Meet with student and university supervisor prior to the student teaching experience.</li> <li>• Plan and implement an initial meeting with the student to orient them to the program and the children and families that includes:               <ul style="list-style-type: none"> <li>○ Program philosophy,</li> <li>○ Background information on children and families, including cultures, languages, and disability conditions represented,</li> <li>○ Relevant Part C policies and procedures,</li> <li>○ Intervention models and strategies,</li> <li>○ Intervention plans,</li> <li>○ Assessment procedures,</li> <li>○ Role of any paraprofessionals and other professionals.</li> </ul> </li> <li>• Discuss travel arrangements for</li> </ul>	<ul style="list-style-type: none"> <li>• Assist in the placement of students in settings that promote inclusion and have children and families who represent diversity.</li> <li>• Serve as the liaison between the university and the program administration.</li> <li>• Meet with student and field mentor prior to the student teaching experience.</li> <li>• Maintain regular communication with the student.</li> <li>• Maintain regular communication with the field mentor.</li> <li>• Address any questions or concerns of the field mentor and student.</li> <li>• Complete required forms, including evaluation forms.</li> </ul>

Phase	Student Role	Field Mentor Role	University Supervisor Role
	<ul style="list-style-type: none"> <li>• Develop a schedule with your field mentor for the student teaching experience.</li> <li>• Assist with intervention sessions as instructed by your field mentor.</li> <li>• Attend all meetings with your field mentor.</li> <li>• Write daily reflections.</li> <li>• Develop and submit the weekly schedule for the next week by each Friday.</li> <li>• Plan with your field mentor intervention plans for the first week of Phase 2.</li> <li>• Add artifacts to your portfolio.</li> </ul>	<p>home/community visits (if applicable).</p> <ul style="list-style-type: none"> <li>• Introduce the student to colleagues and children and families as your co-interventionist.</li> <li>• Assign a workspace for the student's professional materials if the program provides office space.</li> <li>• Assist the student in creating an introduction to parents/caregivers (e.g., letter, email, text, phone call, video).</li> <li>• Model intervention and instruction.</li> <li>• Guide the student in developing intervention and instructional plans.</li> <li>• Assist the student in identifying resources in the home and community settings that could be used for intervention and instructional purposes.</li> <li>• Provide student intervention and instructional opportunities.</li> <li>• Observe the student implementing intervention.</li> <li>• Facilitate the student's</li> </ul>	

Phase	Student Role	Field Mentor Role	University Supervisor Role
		<p>collaboration with parents/caregivers to embed IFSP outcomes into daily activities and routines.</p> <ul style="list-style-type: none"> <li>• Involve the student in formal and informal assessment of children’s learning and development.</li> <li>• Schedule and meet daily with the student.</li> <li>• Guide the student in self-assessment and reflective practices.</li> <li>• Provide the student with regular feedback (e.g., written, verbal, combination).</li> <li>• Complete required forms, including evaluation forms.</li> <li>• Communicate with the University Supervisor with questions or concerns as soon as they arise.</li> </ul>	
<p><b>Phase 2: Introductory Intervention and Instruction Phase</b></p>	<ul style="list-style-type: none"> <li>• Plan for and implement intervention with the assistance of your field mentor for one family for the week. Each week add an additional family for whom you are responsible for</li> </ul>	<ul style="list-style-type: none"> <li>• Meet with student and university supervisor midway through the student teaching experience.</li> <li>• Model intervention and instruction.</li> <li>• Guide the student in developing</li> </ul>	<ul style="list-style-type: none"> <li>• Meet with student and field mentor midway through the student teaching experience.</li> <li>• Maintain regular communication with the field mentor.</li> </ul>

Phase	Student Role	Field Mentor Role	University Supervisor Role
	<p>planning and implementing. If some early intervention services are provided in a center (e.g., Early Head Start, childcare), one or more of the intervention sessions for which the student is responsible can be in the center. (The increase in responsibility for planning and implementing will vary based on the length of the student teaching experience and university requirements.)</p> <ul style="list-style-type: none"> <li>• Ensure that ongoing assessment data is recorded for the intervention sessions.</li> <li>• Attend all meetings with your field mentor.</li> <li>• Write daily reflections including a separate reflection for each intervention session you facilitate.</li> <li>• Participate in post-conferences with your field mentor after they complete a <i>formal</i> observation.</li> <li>• Videotape yourself implementing an intervention session with permission of the family, reflect on</li> </ul>	<p>intervention and instructional plans.</p> <ul style="list-style-type: none"> <li>• Assist the student in identifying resources in the home and community settings that could be used for intervention and instructional purposes.</li> <li>• Provide student intervention and instructional opportunities.</li> <li>• Observe the student implementing intervention.</li> <li>• Facilitate the student's collaboration with parents/caregivers to embed IFSP outcomes into daily activities and routines.</li> <li>• Involve the student in formal and informal assessment of children's learning and development.</li> <li>• Schedule and meet daily with the student.</li> <li>• Guide the student in self-assessment and reflective practices.</li> <li>• Provide the student with regular feedback (e.g., written, verbal, combination).</li> </ul>	<ul style="list-style-type: none"> <li>• Address any questions or concerns of the field mentor and student.</li> <li>• Observe the student a minimum number of times (determined by university and/or state policy).</li> <li>• Conduct a post-observation reflective supervision conference with the student after each observation.</li> <li>• Guide the student in self-assessment and reflective practices.</li> <li>• Review the student's portfolio as part of the scheduled observation and provide feedback.</li> <li>• Complete required forms, including evaluation forms.</li> </ul>

Phase	Student Role	Field Mentor Role	University Supervisor Role
	<p>your use of specific evidence-based strategies, and discuss with your field mentor.</p> <ul style="list-style-type: none"> <li>• Develop intervention plans with assistance from your field mentor for the next week and submit them by each Friday.</li> <li>• Develop and submit the weekly schedule for the next week by each Friday.</li> <li>• Add artifacts to your portfolio.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete required forms, including evaluation forms.</li> <li>• Communicate with the University Supervisor with questions or concerns as soon as they arise.</li> </ul>	
<p><b>Phase 3: Full Time Intervention and Instruction Phase</b></p>	<ul style="list-style-type: none"> <li>• Plan and implement intervention for a minimum of _____ weeks for the entire day with supervision from your field mentor. Note: In home-based settings, some parents/caregivers may not give permission for the student to take the lead.</li> <li>• Ensure that ongoing assessment data is recorded for each intervention session.</li> <li>• Attend all meetings with your field mentor.</li> <li>• Write daily reflections including a separate reflection for</li> </ul>	<ul style="list-style-type: none"> <li>• Model intervention and instruction.</li> <li>• Guide the student in developing intervention and instructional plans.</li> <li>• Assist the student in identifying resources in the home and community settings that could be used for intervention and instructional purposes.</li> <li>• Provide student intervention and instructional opportunities.</li> <li>• Observe the student implementing intervention.</li> <li>• Facilitate the student's collaboration with parents/caregivers to</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain regular communication with the field mentor.</li> <li>• Address any questions or concerns of the field mentor and student.</li> <li>• Observe the student a minimum number of times (determined by university and/or state policy).</li> <li>• Conduct a post-observation reflective supervision conference with the student after each observation.</li> <li>• Guide the student in self-assessment</li> </ul>

Phase	Student Role	Field Mentor Role	University Supervisor Role
	<p>each intervention session implemented.</p> <ul style="list-style-type: none"> <li>• Participate in post-conferences with your field mentor after they complete a formal observation.</li> <li>• Attend all meetings with your field mentor.</li> <li>• Write daily reflections including a separate reflection for each activity implemented.</li> <li>• Participate in post-conferences with your field mentor after they complete a <i>formal</i> observation.</li> <li>• Videotape yourself implementing (<u>insert number</u>) of intervention sessions with parent/caregiver permission, reflect on your use of specific evidence-based strategies, and discuss with your field mentor.</li> <li>• Develop intervention plans with assistance from your field mentor, as needed, for the next week and submit them by each Friday.</li> <li>• Develop and submit the weekly schedule for the next week by each Friday.</li> </ul>	<p>embed IFSP outcomes into daily activities and routines.</p> <ul style="list-style-type: none"> <li>• Involve the student in formal and informal assessment of children's learning and development.</li> <li>• Schedule and meet daily with the student.</li> <li>• Guide the student in self-assessment and reflective practices.</li> <li>• Provide the student with regular feedback (e.g., written, verbal, combination).</li> <li>• Complete required forms, including evaluation forms.</li> <li>• Communicate with the University Supervisor with questions or concerns as soon as they arise.</li> </ul>	<p>and reflective practices.</p> <ul style="list-style-type: none"> <li>• Review the student's portfolio as part of the scheduled observation and provide feedback.</li> <li>• Complete required forms, including evaluation forms.</li> </ul>

Phase	Student Role	Field Mentor Role	University Supervisor Role
	<ul style="list-style-type: none"> <li>• Add artifacts to your portfolio.</li> </ul>		
<b>Phase 4: Decreasing Responsibility and Observation Phase</b>	<ul style="list-style-type: none"> <li>• Phase out responsibility for planning and implementing intervention with your field mentor gradually resuming responsibility for the full day.</li> <li>• Complete relevant observations (e.g., IFSP meetings, related service discipline professionals, developmental evaluations, initial home visit with service coordinator).</li> <li>• Write reflections of observations.</li> <li>• Develop and submit the weekly schedule for the next week by each Friday.</li> <li>• Collect artifacts for portfolio and submit portfolio to field mentor and university supervisor for review.</li> <li>• Participate in summative conferences with your field mentor and university supervisor.</li> <li>• Complete and submit all required forms to your university supervisor/university.</li> </ul>	<ul style="list-style-type: none"> <li>• Meet with student and university supervisor at the end of the student teaching experience.</li> <li>• Identify opportunities for the student to observe other professionals and activities (e.g., IFSP meetings, developmental evaluations, transition meetings).</li> <li>• Guide the student in self-assessment and reflective practices.</li> <li>• Provide the student with regular feedback (e.g., written, verbal, combination).</li> <li>• Complete required forms, including evaluation forms.</li> <li>• Communicate with the University Supervisor with questions or concerns as soon as they arise.</li> <li>• Write a letter of reference for the student.</li> </ul>	<ul style="list-style-type: none"> <li>• Meet with student and field mentor at the end of the student teaching experience.</li> <li>• Maintain regular communication with the field mentor.</li> <li>• Address any questions or concerns of the field mentor and student.</li> <li>• Review the student's portfolio, assign a grade, and provide feedback.</li> <li>• Assign a grade in consultation with the field mentor.</li> <li>• Complete required forms, including evaluation forms.</li> <li>• Write a letter of reference for the student.</li> </ul>

### **Activity Continuum for a Center-Based Student Teaching Experience**

The activity continuum identifies key roles of the student over the period of the student teaching experience. Since student teaching experiences vary in length across universities, the organization of the continuum is by phases. It can be adapted for a specific program to identify key roles on a weekly basis. The student completes the weekly schedule for the student teaching experience in collaboration with the field mentor to identify key roles for the upcoming week and submits it to the field mentor and university supervisor at the end of each week.

#### **Phase 1: Orientation/Beginning Phase**

- Tour the center and learn what facilities are available and where they are located.
- Meet the principal/program director and become acquainted with the other professionals.
- Observe and become familiar with classroom routines and instructional materials.
- Observe and become familiar with the children and learn their names.
- Observe the behavioral support system for the classroom.
- Observe your field mentor's instructional planning and implementation methods.
- Observe the roles of the paraprofessional(s).
- Review IEPs (or IFSPs if relevant).
- Take notes and conference with your field mentor daily on observed activities.
- Develop a schedule with your field mentor for the student teaching experience.
- Explore the materials and equipment in the classroom.
- Assist with routines and activities as assigned by the field mentor.
- Assist with extra duties such as meals and bus.
- Learn procedures for using materials and supplies.
- Learn the center's/school's procedures such as safety and emergency regulations.

- Attend all meetings with your field mentor.
- Write daily reflections.
- Develop and submit the weekly schedule for the next week by each Friday.
- Develop lesson plans with your field mentor for the first week of Phase 2.
- Add artifacts to your portfolio.

### **Phase 2: Introductory Intervention/Instruction Phase**

- Plan for and implement intervention/instruction with the assistance of your field mentor for one activity per day. Each week add an additional daily activity or routine for which you are responsible for planning and implementing. (The increase in responsibility for planning and implementing will vary based on the length of the student teaching experience and university requirements.)
- Ensure that ongoing assessment data is recorded for the above activities.
- Continue to assist with other activities, routines, and duties.
- Begin developing a unit plan, if required.
- Attend all meetings with your field mentor.
- Write daily reflections including a separate reflection for each activity implemented.
- Participate in post-conferences with your field mentor after they complete a *formal* observation.
- Videotape yourself implementing an activity, reflect on your use of specific evidence-based strategies, and discuss with your field mentor.
- Develop lesson plans with assistance from your field mentor for the next week and submit them by each Friday.

- Develop and submit the weekly schedule for the next week by each Friday.
- Add artifacts to your portfolio.

### **Phase 3: Full Time Intervention/Instruction Phase**

- Plan and implement intervention/instruction for a minimum of \_\_\_\_\_ weeks for the entire day. In half day early childhood programs, the student would be responsible for the planning and implementation for both half day sessions.
- Ensure that ongoing assessment data is recorded for each activity.
- Implement the unit plan, if required.
- Assume all other duties and/or assign the lead role to other classroom staff.
- Attend all meetings with your field mentor.
- Write daily reflections including a separate reflection for each activity implemented.
- Participate in post-conferences with your field mentor after they complete a *formal* observation.
- Videotape yourself implementing (insert number) of activities, reflect on your use of specific evidence-based strategies, and discuss with your field mentor.
- Communicate with parents/caregivers with the assistance of your field mentor.
- Develop lesson plans for the next week and submit them by each Friday.
- Develop and submit the weekly schedule for the next week by each Friday.
- Add artifacts to your portfolio.

### **Phase 4: Decreasing Responsibility and Observation Phase**

- Phase out responsibility for planning and implementing intervention/instruction with your field mentor gradually resuming responsibility for the full day.

- Complete relevant observations (e.g., other classrooms, other centers, IEP meetings, related service discipline professionals).
- Write reflections of observations.
- Develop and submit the weekly schedule for the next week by each Friday.
- Collect artifacts for portfolio and submit portfolio to field mentor and university supervisor for review.
- Participate in summative conferences with your field mentor and university supervisor.
- Complete and submit all required forms to your university supervisor/university.

**Phases of Student Teaching in a Center-Based Setting: Student, Field Mentor,  
and University Supervisor Roles**

Phase	Student Role	Field Mentor Role	University Supervisor Role
<b>Phase 1: Orientation and Beginning Phase</b>	<ul style="list-style-type: none"> <li>• Tour the center and learn what facilities are available and where they are located.</li> <li>• Meet the principal/program director and become acquainted with the other professionals.</li> <li>• Learn the center's/school's procedures such as safety and emergency regulations.</li> <li>• Develop a schedule with your field mentor for the student teaching experience.</li> <li>• Observe and become familiar with the children and learn their names.</li> <li>• Explore the materials and equipment in the classroom.</li> <li>• Learn procedures for using materials and supplies.</li> <li>• Observe and become familiar with classroom routines and activities.</li> <li>• Observe the behavioral support system for the classroom.</li> <li>• Observe the roles of the paraprofessional(s).</li> </ul>	<ul style="list-style-type: none"> <li>• Meet with student and university supervisor prior to the student teaching experience.</li> <li>• Plan and implement an initial meeting with the student to introduce them to the setting and the children that includes:               <ul style="list-style-type: none"> <li>○ Program policies and procedures (MTSS, RtI, PBIS, IFSP/IEP meetings, discipline, emergencies, etc.).</li> <li>○ Schedules and routines, including meals, playground, etc.</li> <li>○ Information about children and families, including cultures, languages, and disability conditions represented.</li> <li>○ Curriculum and resource materials, including daily and long-range plans.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Assist in the placement of students in settings that promote inclusion and have children and families who represent diversity.</li> <li>• Serve as the liaison between the university and the program administration.</li> <li>• Meet with student and field mentor prior to the student teaching experience.</li> <li>• Maintain regular communication with the student.</li> <li>• Maintain regular communication with the field mentor.</li> <li>• Address any questions or concerns of the field mentor and student.</li> <li>• Complete required forms, including evaluation forms.</li> </ul>

Phase	Student Role	Field Mentor Role	University Supervisor Role
	<ul style="list-style-type: none"> <li>• Assist with extra duties such as meals and bus.</li> <li>• Assist with routines and activities as assigned by the field mentor.</li> <li>• Observe your field mentor's instructional planning and implementation methods.</li> <li>• Attend all meetings with your field mentor.</li> <li>• Review IEPs (or IFSPs if relevant).</li> <li>• Take notes and conference with your field mentor daily on observed activities.</li> <li>• Write daily reflections.</li> <li>• Develop and submit the weekly schedule for the next week by each Friday.</li> <li>• Develop lesson plans with your field mentor for the first week of Phase 2.</li> <li>• Add artifacts to your portfolio.</li> </ul>	<ul style="list-style-type: none"> <li>○ Behavioral support system.</li> <li>○ Assessment procedures.</li> <li>○ Role of any paraprofessionals and other professionals.</li> <li>• Introduce the student to colleagues and children as your co-teacher.</li> <li>• Assign a workspace within the classroom for the student's professional materials.</li> <li>• Assist the student in writing a letter of introduction to parents/caregivers.</li> <li>• Facilitate the student's collaboration with other professionals to embed IFSP/IEP outcomes into daily activities and routines.</li> <li>• Model intervention and instruction.</li> <li>• Guide the student in developing intervention and instructional plans.</li> <li>• Schedule and meet daily with the student.</li> <li>• Guide the student in self-assessment and reflective practices.</li> </ul>	

Phase	Student Role	Field Mentor Role	University Supervisor Role
<b>Phase 2: Introductory Intervention and Instruction Phase</b>	<ul style="list-style-type: none"> <li>• Plan for and implement intervention/instruction with the assistance of your field mentor for one activity per day. Each week add an additional daily activity or routine for which you are responsible for planning and implementing. (The increase in responsibility for planning and implementing will vary based on the length of the student teaching experience and university requirements.)</li> <li>• Ensure that ongoing assessment data is recorded for the above activities.</li> <li>• Continue to assist with other activities, routines, and duties.</li> <li>• Begin developing a unit plan, if required.</li> <li>• Attend all meetings with your field mentor.</li> <li>• Write daily reflections including a separate reflection for each activity implemented.</li> <li>• Participate in post-conferences with your field mentor after</li> </ul>	<ul style="list-style-type: none"> <li>• Meet with student and university supervisor midway through the student teaching experience.</li> <li>• Facilitate the student's collaboration with other professionals to embed IFSP/IEP outcomes into daily activities and routines.</li> <li>• Model intervention and instruction.</li> <li>• Guide the student in developing intervention and instructional plans.</li> <li>• Guide the student in developing the unit plan, if required.</li> <li>• Schedule and meet daily with the student.</li> <li>• Guide the student in self-assessment and reflective practices.</li> <li>• Observe the student implementing lessons.</li> <li>• Conduct a reflective supervision conference with student after formal observations.</li> <li>• Complete required forms, including evaluation forms.</li> </ul>	<ul style="list-style-type: none"> <li>• Meet with student and field mentor midway through the student teaching experience.</li> <li>• Maintain regular communication with the field mentor.</li> <li>• Address any questions or concerns of the field mentor and student.</li> <li>• Observe the student a minimum number of times (determined by university and/or state policy).</li> <li>• Conduct a post-observation reflective supervision conference with the student after each observation.</li> <li>• Guide the student in self-assessment and reflective practices.</li> <li>• Review the student's portfolio as part of the scheduled observation and provide feedback.</li> <li>• Complete required forms, including evaluation forms.</li> </ul>

Phase	Student Role	Field Mentor Role	University Supervisor Role
	<p>they complete a <i>formal</i> observation.</p> <ul style="list-style-type: none"> <li>• Videotape yourself implementing an activity, reflect on your use of specific evidence-based strategies, and discuss with your field mentor.</li> <li>• Develop lesson plans with assistance from your field mentor for the next week and submit them by each Friday.</li> <li>• Develop and submit the weekly schedule for the next week by each Friday.</li> <li>• Add artifacts to your portfolio.</li> </ul>		
<p><b>Phase 3: Full Time Intervention and Instruction Phase</b></p>	<ul style="list-style-type: none"> <li>• Plan and implement intervention/instruction for a minimum of _____ weeks for the entire day. In half day early childhood programs, the student would be responsible for the planning and implementation for both half day sessions.</li> <li>• Ensure that ongoing assessment data is recorded for each activity.</li> <li>• Implement the unit plan, if required.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate with the University Supervisor with questions or concerns as soon as they arise.</li> <li>• Guide the student in developing intervention and instructional plans.</li> <li>• Provide the student with intervention and instructional opportunities.</li> <li>• Involve the student in formal and informal assessment of children's learning and development.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain regular communication with the field mentor.</li> <li>• Address any questions or concerns of the field mentor and student.</li> <li>• Observe the student a minimum number of times (determined by university and/or state policy).</li> <li>• Conduct a post-observation reflective supervision</li> </ul>

Phase	Student Role	Field Mentor Role	University Supervisor Role
	<ul style="list-style-type: none"> <li>• Assume all other duties and/or assign the lead role to other classroom staff.</li> <li>• Attend all meetings with your field mentor.</li> <li>• Write daily reflections including a separate reflection for each activity implemented.</li> <li>• Participate in post-conferences with your field mentor after they complete a <i>formal</i> observation.</li> <li>• Videotape yourself implementing (<u>insert number</u>) of activities, reflect on your use of specific evidence-based strategies, and discuss with your field mentor.</li> <li>• Communicate with parents/caregivers with the assistance of your field mentor.</li> <li>• Develop lesson plans for the next week and submit them by each Friday.</li> <li>• Develop and submit the weekly schedule for the next week by each Friday.</li> <li>• Add artifacts to your portfolio.</li> </ul>	<ul style="list-style-type: none"> <li>• Guide the student in self-assessment and reflective practices.</li> <li>• Schedule and meet daily with the student to provide feedback.</li> <li>• Observe the student implementing lessons.</li> <li>• Conduct a reflective supervision conference with student after formal observations.</li> <li>• Complete required forms, including evaluation forms.</li> </ul>	<p>conference with the student after each observation.</p> <ul style="list-style-type: none"> <li>• Guide the student in self-assessment and reflective practices.</li> <li>• Review the student's portfolio as part of the scheduled observation and provide feedback.</li> <li>• Complete required forms, including evaluation forms.</li> </ul>
<b>Phase 4: Decreasing Responsibility</b>	<ul style="list-style-type: none"> <li>• Phase out responsibility for planning and</li> </ul>	<ul style="list-style-type: none"> <li>• Meet with student and university supervisor at the end</li> </ul>	<ul style="list-style-type: none"> <li>• Meet with student and university supervisor at the</li> </ul>

Phase	Student Role	Field Mentor Role	University Supervisor Role
<b>and Observation Phase</b>	<p>implementing intervention/instruction with your field mentor gradually resuming responsibility for the full day.</p> <ul style="list-style-type: none"> <li>• Complete relevant observations (e.g., other classrooms, other centers, IEP meetings, related service discipline professionals).</li> <li>• Write reflections of observations.</li> <li>• Collect artifacts for portfolio and submit portfolio to field mentor and university supervisor for review.</li> <li>• Participate in summative conferences with your field mentor and university supervisor.</li> <li>• Complete and submit all required forms to your university supervisor/university.</li> </ul>	<p>of the student teaching experience.</p> <ul style="list-style-type: none"> <li>• Communicate with the University Supervisor with questions or concerns as soon as they arise.</li> <li>• Identify opportunities for the student to observe other professionals and activities (e.g., IEP meetings, diagnostic assessments, inclusion in special activities such as music class).</li> <li>• Complete required forms, including evaluation forms.</li> <li>• Write a letter of reference for the student.</li> </ul>	<p>end of the student teaching experience.</p> <ul style="list-style-type: none"> <li>• Maintain regular communication with the field mentor.</li> <li>• Address any questions or concerns of the field mentor and student.</li> <li>• Review the student's portfolio, assign a grade, and provide feedback.</li> <li>• Assign a grade in consultation with the field mentor.</li> <li>• Complete required forms, including evaluation forms.</li> <li>• Write a letter of reference for the student.</li> </ul>



### **Supervision: Coaching and Reflective Practice**

This section of the guide includes sample guidance information and forms for use by the field mentor and/or university supervisor to facilitate the student's use of reflective practice. The field mentor may support the student's self-reflection and provide feedback on an ongoing basis. However, the student's schedule for recording their self-reflections and the frequency and timing of scheduled post observation conferences by the field mentor and university supervisor would be based on university/state policies.

The following is a list of the sample guidance and forms included in this section.

- Reflective Mentoring and Supervision
- Discussion Guide: Reflection Conference
- Post-Conference Reflection Summary
- Student Self-Reflection: Home/Community Setting
- Student Self-Reflection: Center-Based Setting
- Reflective Practice Growth Plan

## Reflective Mentoring and Supervision

Reflective mentoring or supervision supports the student teacher in developing essential skills. Through introspection or self-reflection, the student teacher identifies the evidence-based practices that they are implementing effectively and that are positively impacting children's learning. Through self-reflection, they also identify what changes they may need to make in the implementation of specific practices, as well as their professional development needs. The use of reflection questions or statements during conferences with student teachers engages them in this self-reflection.

The New Teacher Center's (2019) *Facilitative Coaching Stems: Quick Chart* identifies five communication strategies that are used in reflective mentoring and supervision: paraphrasing, clarifying, summarizing, mediating, and interpreting. The chart also provides a brief description of each strategy, and sample questions and statement stems. The chart can be found at <https://newteachercenter.org/reports-tools/?cat=chart,guide>.

Additional resources are available at the following:

- Center for Early Education and Development (CEED), Reflective Practice Center at CEED  
<https://ceed.umn.edu/reflective-practice-center/>
- CEED, Reflective Supervision and Consultation Self-Study Modules  
<https://ceed.umn.edu/professional-development/reflective-supervision-consultation-self-study-modules/>
- Zero to Three, Three Building Blocks of Reflective Supervision  
<https://www.zerotothree.org/resource/three-building-blocks-of-reflective-supervision/>

### Discussion Guide: Reflection Conference

**Student's Name:**

**Course/Semester:**

**Field Mentor's Name:**

**Student Teaching Site:**

**University Supervisor's Name:**

**Date:**

\_\_\_\_\_ Post observation conference with student and field mentor

\_\_\_\_\_ Post observation conference with student and university supervisor

\_\_\_\_\_ Post observation conference with student, field mentor, and university supervisor

**Directions:** This form is to be completed collaboratively after reflection and discussion of the observed activity.

Student teaching Experience Objective(s):										
What is going well in the student teaching experience?										
<p>What do you want to do differently in the student teaching experience? Learn more about? (Identify 2-3 areas that you want to address.)</p> <p>1.</p> <p>2.</p> <p>3.</p>										
<p>What steps will you take to address the 2-3 areas above? (Prioritize and include <a href="#">EI/ECSE Standard and Component</a>, objective, action(s), resources needed, timeline.)</p> <table style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="text-align: left; width: 15%;">Standard &amp; Component</th> <th style="text-align: left; width: 25%;">Objective</th> <th style="text-align: left; width: 25%;">Actions</th> <th style="text-align: left; width: 20%;">Resources</th> <th style="text-align: left; width: 15%;">Timeline</th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Standard & Component	Objective	Actions	Resources	Timeline					
Standard & Component	Objective	Actions	Resources	Timeline						

How can I support you?

Student Signature:

Field Mentor Signature:

University Supervisor Signature:

### Post Observation Conference Reflection Summary

**Student's Name:**

**Student Teaching Site:**

**Field Mentor's Name:**

**Date of Post-Conference:**

**University Supervisor's Name:**

**Date of Summary:**

**Course/Semester:**

\_\_\_\_\_ Post observation conference with student and field mentor

\_\_\_\_\_ Post observation conference with student and university supervisor

\_\_\_\_\_ Post observation conference with student, field mentor, and university supervisor

**Directions:** This form is to be completed collaboratively after reflection and discussion of the observed activity.

<p>What is working?</p>	<p>What are your challenges/concerns?</p> <p><u><a href="#">EI/ECSE Standard(s) and Component(s):</a></u></p>
<p>What are the next steps to address the challenges/concerns? (Student)</p>	<p>What are the next steps to address the challenges/concerns? (Field Mentor or University Supervisor)</p>

Student Signature:

Field Mentor Signature:

University Supervisor Signature:

### **Student Self-Reflection: Home/Community Setting**

Respond to each of the items below for each intervention session for which you took the lead (with assistance) to implement in your student teaching experience. Responses should be placed in your portfolio. The questions below may also be used by your field mentor or university supervisor during a post conference after observing your implementation of the intervention session.

1. Based on the objectives for this intervention session, reflect on the extent to which:
  - You were adequately prepared for the intervention session.
  - The activity was engaging for the child/children.
  - The intervention strategies that you used were evidence-based.
  - The intervention strategies employed were effective.
  - Your interactions were primarily with the parents/caregivers.
  - You discussed with the parents/caregivers how the strategies had worked for them in the identified routines since the last intervention session and what should be modified.
  - You planned with the parents/caregivers how the strategies would be embedded in routines until the next intervention session.
2. Based on the assessment employed for this intervention session, reflect on the extent to which:
  - You were able to easily collect assessment data using the method chosen.
  - You used the assessment data in planning for intervention.
3. If you could implement this activity again:
  - What does the data tell you?
  - What would you do in the same way? Why?
  - What would you do differently? Why?
  - What other resources/supports at your student teaching experience site might be helpful?

### **Student Self-Reflection: Center-Based Setting**

Respond to each of the items below for each activity implemented in your student teaching experience. Responses should be placed in your portfolio. The questions below may also be used by your field mentor or university supervisor during a post conference after observing you implementing the activity.

1. Based on the objectives for this activity, reflect on the extent to which:
  - You were adequately prepared and had all materials ready and accessible.
  - The instructional strategies that you used were evidence-based.
  - The instructional strategies that you used were effective.
  - The materials that you used were appropriate for the activity.
  - The activity was enjoyable and motivating for the child/children.
  - Any planned adaptations/accommodations were effective and appropriate.
  - You were able to implement the activity as planned.
2. Based on the assessment employed for this activity:
  - Were you easily able to collect assessment data using the method chosen? Explain.
  - What did you learn from the assessment data?
  - How will you use the assessment data in planning for intervention/instruction?
3. If you could implement this activity again:
  - What does the data tell you?
  - What would you do in the same way? Why?
  - What would you do differently? Why?
  - What other resources/supports at your student teaching experience site might be helpful?

### Reflective Practice Growth Plan

**Student's Name:**

**Student Teaching Site:**

**Field Mentor's Name:**

**Date Plan Written:**

**University Supervisor's Name:**

**Target Completion Date:**

**Course/Semester:**

**Date Completed:**

**Directions:** This form is to be completed after reflection and discussion of performance with the field mentor or university supervisor. It can be completed collaboratively or completed by the student with review and input by the field mentor or university supervisor.

<u><b>EI/ECSE Standard(s) and Component(s):</b></u>
Goal:
Plan (action steps to be taken):
Support/Resources Needed:
Evidence of Successful Completion

Field Mentor's Signature:

University Supervisor's Signature:

Student's Signature:

## **Evaluation of Student Teaching Experiences**

This section of the guide contains sample formative and summative assessments to be used by the field mentor and/or university supervisor to evaluate the student's performance in the student teaching experience. Different response formats (e.g., Likert-scales with varying descriptors, yes/no with notes) are included in the sample assessments as examples. The following is a list of the sample forms included.

- Formative Assessment
  - Observation Form: Session Implementation Home/Community Setting
  - Observation Form: Activity Implementation Center-Based Setting
  - Observation Form: Administration of Formal/Informal Assessment Measure
- Summative Assessment
  - Disposition Rating Form: Home/Community or Center-Based Setting
  - Intervention/Instructional Practices and Behaviors Rating Form:  
Home/Community Setting
  - Intervention/Instructional Practices and Behaviors Rating Form:  
Center-Based Setting

## Formative Assessment

### Observation Form: Session Implementation Home/Community Setting

**Student's Name:**

**Activity Observed:**

**Person Observing:**

**Date/Time of Observation:**

**Course/Semester:**

**EI/ECSE Standard(s) and  
Component(s):**

**Student Teaching Site:**

Based on your observation of the student during this early intervention session, rate their skill level for each of the expectations on a Likert-scale as follows: 0 = not observed (N/O), 1 = emerging skill level, 2 = intermediate skill level, and 3 = accomplished skill level. If an item is not applicable for a specific expectation, mark it as NA. Space to record observation notes is provided.

<b>Expectations – The student:</b>	<b>N/O</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>NA</b>
1. Follows the field mentor's lead in adhering to the family's cultural traditions and values.					
2. Makes attempts to learn and use words and phrases in the family's preferred language.					
3. Establishes rapport with the parents/caregivers.					
4. Uses positive communication strategies to interact with the child (e.g., smiles, warm gazes, voice inflection).					
5. Individualizes interactions based on needs of different family members.					
6. Focuses the intervention session primarily on the parents/caregivers rather than the child.					
7. Collaborates with parents/caregivers to prioritize the IFSP outcomes to be targeted for intervention.					
8. Partners with parents/caregivers to embed IFSP outcomes into the family's daily routines (e.g., meals, dressing, bath time, play time).					
9. Communicates with parents/caregivers about how the identified strategy(ies) are working between intervention sessions and what may need to be modified.					
10. Supports the parents/caregivers in identifying and using materials and toys in the home to implement IFSP outcomes.					
11. Models use of intervention strategy(ies) with the child.					
12. Provides appropriate consequences for the child's developmental and social behavior.					

<b>Expectations – The student:</b>	<b>N/O</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>NA</b>
13. Discusses with the parents/caregivers how to implement the intervention strategy(ies) and the reason for using those strategies.					
14. Provides opportunities for parents/caregivers to practice using the intervention strategy(ies).					
15. Provides opportunities for parents to ask questions.					
16. Asks reflective questions to engage the parents/caregivers in discussing their use of the intervention strategy(ies) in relationship to the intended outcomes.					
17. Provides feedback to the parents/caregivers to affirm their reflection or provide more information about the strategy(ies).					
18. Plans with the parents/caregivers for what will occur between this early intervention session and the next one.					
19. Recorded ongoing assessment data during or immediately after the session.					

**Observation Notes:**

## Formative Assessment

### Observation Form: Activity Implementation Center-Based Setting

**Student's Name:**

**Activity Observed:**

**Person Observing:**

**Date/Time of Observation:**

**Course/Semester:**

**EI/ECSE Standard(s) and  
Component(s):**

**Student Teaching Site:**

Based on your observation of the student implementing this activity, rate their skill level for each of the expectations on a Likert-scale as follows: 0 = not observed (N/O), 1 = emerging skill level, 2 = intermediate skill level, and 3 = accomplished skill level. If an item is not applicable for a specific expectation, mark it as NA. Space to record observation notes is provided.

<b>Expectations – The student:</b>	<b>N/O</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>NA</b>
1. Developed a lesson plan with behaviorally stated objectives.					
2. Based lesson plan objectives on state early learning standards.					
3. Included individualization in the lesson plan based on children's IFSP/IEP goals/outcomes.					
4. Included detailed implementation procedures in the lesson plan that reflect evidence-based practices.					
5. Included an assessment in the lesson plan based on the objectives for the activity and children's IFSP/IEP goals/outcomes.					
6. Established behavioral expectations at the beginning of the activity (e.g., reviewed classroom rules).					
7. Introduced the activity with clearly stated instructions and description of any materials and how they would be used.					
8. Used least prompts and guided practice, as appropriate.					
9. Implemented the activity at an appropriate pace.					
10. Used developmentally appropriate language.					
11. Used questions to engage children and assess acquisition of the knowledge/skill reflected in the objectives.					
12. Used strategies to engage all children in the activity.					
13. Arranged the environment/materials to promote child safety.					
14. Provided appropriate positive consequences for developmental and social behavior.					
15. Provided closure to the activity with a planned transition to the next activity/routine.					
16. Recorded ongoing assessment data during or immediately after the session.					

**Observation Notes:**

## Formative Assessment

### Observation Form: Administration of Formal/Informal Assessment Measure

**Student's Name:**

**Course/Semester:**

**Field Mentor's Name:**

**Assessment Observed:**

**University Supervisor's Name:**

**Date/Time of Observation:**

**Person Observing:**

**EI/ECSE Standard(s) and  
Component(s):**

Directions: Based on your observations of the student administering the formal/informal assessment measure, rate the extent to which they demonstrated the criteria identified below on a Likert-scale of 1-4 with a rating of 1 being strongly disagree and 4 being strongly agree. If an item is not applicable for a specific assessment measure, mark it as NA. The second page provides space to record observation notes.

<b>Observation Criteria</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>NA</b>
1. Rapport is established with the child.					
2. Rapport is established with the family member(s)					
3. An introduction to the assessment measure is provided (e.g., purpose, types of items/domains included, approximate length).					
4. Reinforcement for responding/effort is varied and not specific to actual responses (e.g., correct, yes).					
5. The space and furniture are arranged to maximize the child's interaction with materials and the assessment administrator.					
6. The space and furniture are arranged to maximize the participation of the family member(s).					
7. All needed materials are accessible.					
8. Item administration adheres to the requirements included in the assessment manual.					
9. The required baseline and ceiling are established.					
10. Items are scored as administered.					
11. Materials are organized and used as required by the assessment guidelines.					
12. The pacing of item administration supports the child's engagement.					
13. Breaks for the child and family member(s) are allowed, as needed.					
14. Next steps, including when and how the assessment results will be shared, are discussed.					
15. The child and family member(s) are thanked for their participation.					

**Observation Notes:**

1. Communication with the Child:
  
2. Communication with the Family Member:
  
3. Arrangement of the Assessment Environment:
  
4. Administration of Items Based on Guidelines in The Assessment Manual:
  
5. Strategies to Engage the Child:
  
6. Discussion of Follow-up:
  
7. Other:

## Summative Assessment

### Disposition Rating Form: Home/Community or Center-Based Setting

**Student's Name:**

**Date Completed:**

**Field Mentor's Name:**

**Person Completing:**

**University Supervisor's Name:**

**[EI/ECSE Standard\(s\) and Component\(s\):](#)**

Based on your observations of the student during this student teaching experience, please rate the extent to which they demonstrated the dispositions included in the rating form on a Likert-scale of 1-4 with a rating of 1 being strongly disagree and 4 being strongly agree.

<b>Disposition</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Complied with ethics established by the profession (e.g., <i>DEC Position Statement on Ethical Conduct</i> ).				
2. Demonstrated professional behavior (e.g., attendance, dress, appearance, language).				
3. Maintained confidentiality.				
4. Demonstrated respect for all individuals (e.g., culture, ability, gender, age).				
5. Used effective oral communication.				
6. Used effective written communication.				
7. Interacted collaboratively with professionals and paraprofessionals (if applicable).				
8. Interacted collaboratively with parents/caregivers.				
9. Reflected on intervention/instructional practices and outcomes for children and families.				
10. Integrated reflections and feedback into intervention/instructional practices.				

Comments:

Field Mentor's Signature:

University Supervisor's Signature:

Student's Signature:

## Summative Assessment

### Intervention/Instructional Practices and Behaviors Rating Form:

#### Home/Community Setting

**Student's Name:**

**Date Completed:**

**Field Mentor's Name:**

**Person Completing:**

**University Supervisor's Name:**

**EI/ECSE Standard(s) and  
Component(s):**

Based on your observations of the student during this student teaching experience, please rate the extent to which they demonstrated the intervention/instruction practices and behaviors included in the rating form on a Likert-scale of 1-4 with 1 = not demonstrated, 2 = somewhat demonstrated, 3 = demonstrated, and 4 = demonstrated above expectations.

<b>Intervention/Instruction Practices and Behaviors</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Established positive rapport with child/children.				
2. Established positive rapport with parents/caregivers.				
3. Established positive rapport with other professionals in the setting (if applicable).				
4. Initiated interactions with parents/caregivers and child/children.				
5. Demonstrated respect for the families' cultural traditions and values and home language.				
6. Took initiative to assist with intervention activities/routines.				
7. Designed intervention plans appropriate for the child and parents/caregivers considering culture; language; the child's development, experiences, and preferences; and the resources and priorities of the family.				
8. Partnered with parents/caregivers to embed IFSP outcomes into the family's daily routines (e.g., meals, dressing, bath time, play time).				
9. Used evidence-based intervention strategies.				
10. Collected assessment data during or immediately after the intervention session.				
11. Used assessment data to inform intervention.				
12. Reflected on children's attainment of IFSP outcomes.				
13. Reflected on use of collaborative strategies to jointly plan and implement intervention with the parents/caregivers.				
14. Initiated communication with the field mentor.				
15. Completed tasks, as requested.				

Comments:

Field Mentor's Signature:

University Supervisor's Signature:

Student's Signature:

## Summative Assessment

### Intervention/Instructional Practices and Behaviors Rating Form: Center-Based Setting

**Student's Name:**

**Date Completed:**

**Field Mentor's Name:**

**Person Completing:**

**University Supervisor's Name:**

**EI/ECSE Standard(s) and  
Component(s):**

Based on your observations of the student during this student teaching experience, please rate the extent to which they demonstrated the intervention/instruction practices and behaviors included in the rating form on a Likert-scale of 1-4 with 1 = not demonstrated, 2 = somewhat demonstrated, 3 = demonstrated, and 4 = demonstrated above expectations.

<b>Intervention/Instruction Practices and Behaviors</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Established positive rapport with children.				
2. Initiated interactions with children and adults.				
3. Took initiative to assist with activities and routines.				
4. Designed lesson plans appropriate for children considering culture, language, development, experiences, and preferences.				
5. Designed lesson plans that address children's individual abilities and needs.				
6. Used evidence-based intervention/instructional strategies.				
7. Implemented effective small group, large group, and/or one to one intervention/instruction.				
8. Adapted materials and strategies as needed.				
9. Provided appropriate positive consequences.				
10. Collected assessment data for activities implemented.				
11. Used assessment data to inform intervention/instruction.				
12. Reflected on children's attainment of learning objectives.				
13. Initiated communication with the field mentor.				
14. Completed tasks, as requested.				

Comments:

Field Mentor's Signature:

University Supervisor's Signature:

Student's Signature:

## **Student Performance Issues and Concerns**

This section of the guide contains sample forms to be used by the field mentor and/or university supervisor if significant issues or concerns arise during the student teaching experience related to the student's performance in the field or clinical experience setting. The following sample forms are included in this section.

- Description of Unsatisfactory Performance
- Procedures for Addressing Unsatisfactory Performance
- Statement of Concern(s)
- Student Teaching Experience Improvement Plan/Contract
- Student Teaching Experience Assistance Plan/Contract

### **Description of Unsatisfactory Performance**

Dismissal from student teaching experiences could occur for any of the following reasons. Refer to your university code of conduct and any other relevant policies.

- Failure to adhere to relevant codes of conduct,
- Failure to maintain confidentiality,
- Poor attendance and/or punctuality,
- Poor interpersonal relationships,
- Lack of or ineffective organizational and planning skills,
- Ineffective communication (oral and written) skills,
- Failure to initiate and/or respond to communication with the field mentor and/or university supervisor as required,
- Nonacceptance and lack of responsiveness to feedback from the field mentor and/or university supervisor,
- Lack of ability to base plans on content and/or developmental knowledge,
- Poor use of appropriate intervention/instruction strategies,
- Lack of ability to respect and partner with families,
- Late assignments,
- Unacceptable completion of minimum requirements,
- Not meeting the goals identified in a student improvement plan, and
- Criminal charges.

### **Procedures for Addressing Unsatisfactory Performance**

- A student who is struggling to meet expectations will be placed on an improvement plan which includes coaching and support by the university supervisor, field mentor, and/or program administrator.
- The university supervisor, field mentor, and/or program administrator, and/or the university director of student teaching experiences make the determination of successful or unsuccessful completion of an improvement plan.
- If dismissal from the student teaching experience is recommended, a conference will be held to discuss the situation and determine future actions.
- Immediate removal is possible, specifically in cases involving the safety or learning of children, families, and/or others in the setting.
- Depending on the issue for which a student is dismissed from a student teaching experience, they may:
  - receive a failing grade for the student teaching experience and be required to re-enroll in student teaching, or
  - be dismissed from the Educator Preparation Program and not allowed to enroll in any other courses in the Educator Preparation Program.
- Students who are dismissed from a student teaching experience receive a grade lower than a C in for the placement, or withdraw from the experience:
  - will be dismissed from the Educator Preparation Program (EPP),
  - will not be readmitted to the EPP nor be able to register for any course, including the student teaching experience, requiring admittance to the EPP, and
  - will not complete the EPP and will not be recommended for certification/licensure.

**Statement of Concern(s)****Student's Name:****Student Teaching Site:****Field Mentor's Name:****Person Completing:****University Supervisor's Name:****Date Completed:****Course/Semester:**

This form is for use by the field mentor when significant issues and concerns are present related to the student's performance. The completed form must be emailed to the university supervisor who will then immediately schedule a meeting with the field mentor and student to discuss the concerns and determine next steps.

Directions: List each concern with a detailed description of what has occurred and include objectively stated supporting data.

1. Concern and Description:

2. Concern and Description:

3. Concern and Description:

**Field Mentor's Signature:****Date:**

### Student Teaching Experience Improvement Plan/Contract

**Student's Name:**

**Course/Semester:**

**Field Mentor's Name:**

**Student Teaching Site:**

**University Supervisor's Name:**

**Date Completed:**

The problem(s):
Professional Growth Goals:
<p>Goal 1:</p> <p><u><a href="#">EI/ECSE Standard(s) and Component(s):</a></u></p> <p>Steps for Improvement:</p> <p>Method of Measurement:</p> <p>Timeline:</p>
<p>Goal 2:</p> <p>EI/ECSE Standard(s) and Component(s):</p> <p>Steps for Improvement:</p> <p>Method of Measurement:</p> <p>Timeline:</p>
<p>Goal 3:</p> <p>EI/ECSE Standard(s) and Component(s):</p> <p>Steps for Improvement:</p> <p>Method of Measurement:</p> <p>Timeline:</p>

**Student Teaching Experience Agreement Statement:**

I, (Student's Name), assisted in developing this Improvement Plan/Contract and accept responsibility for completing the goals and timelines. I understand if I do not meet these goals in the timelines identified that I will be removed from the student teaching experience and receive a grade of \_\_\_\_ for all student teaching assignments. I also understand that failure to successfully complete the student teaching experience will result in my dismissal from the educator preparation program and I will not be allowed to re-enroll in the program.

Student's Signature:

Date:

Field Mentor's Signature

Date:

University Supervisor's Signature:

Date:

### Student Teaching Experience Assistance Plan/Contract

**Student:**

**Semester/Year:**

**University Supervisor:**

**Student teaching Experience Site:**

**Field Site Mentor:**

**Date:**

Description of Concern(s):

Agreed Upon Solution(s) to Include:

- EI/ECSE Standard(s) and Component(s)
- Objective(s)
- Action Steps
- Resources and Supports
- Due Date

Note: The agreed upon timeline for implementation and improvement is \_\_\_\_\_ unless otherwise indicated.

My signature below indicates an acknowledgement of the following:

- I understand the contents of this action plan and the expectations as outlined above.
- I understand I must adhere to the \_\_\_\_\_ timeline and due dates as specified above.
- I understand that if I do not show significant growth in each of the areas listed above, within the specified timeframe, I will not continue in this student teaching experience placement.
- I understand the consequences for non-continuance in the Student Teaching Experience which are: (include here based on university and field site placement policies).

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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

Field Mentor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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