TLS 593a Field Experience Final Evaluation

Teacher Candidate:	Mentor Teacher:	University Supervisor:
Site:	Grade Level(s):	Final Date:

Rating	4 – Accomplished	3 – Proficient	2 – Emergent	1 – Not Evident	N/A
Scale:	(consistent, exemplary evidence)	(consistent, proficient evidence)	(developing, limited evidence)	(no evidence)	(not applicable)

I. IMMERSION INTO SCHOOL/DISTRICT	Final
Observed Other Teachers: The Teacher Candidate conducted numerous observations of other teachers at their assigned school.	
Attended School Functions: The Teacher Candidate attended numerous outside-of-the-classroom school events.	
Participated in Faculty/Department Meetings or Workshops: The Teacher Candidate participated in many school or district meetings, as well	
as professional development opportunities as permitted.	

II. CLASSROOM MANAGEMENT	Final
Participated in Meetings with Students and Parents: The Teacher Candidate participated with the Mentor Teacher in meetings with students and	
parents regarding classroom management/discipline.	
Maintained Positive Relationships with and among Students: The Teacher Candidate conducted themselves with authority and fostered	
positive and respectful interactions with and among students.	
Utilized Classroom Management Systems: The Teacher Candidate utilized district/school systems (paper and/or technology) for reporting student	
information and communicating with parents and students.	
Addressed Classroom Discipline Issues: The Teacher Candidate addressed classroom management issues that occurred when they were teaching or	
assisting students, in accordance with the Mentor Teacher's policies.	

III. PLANNING/CONTENT KNOWLEDGE	Final
Planned Collaboratively with Mentor Teacher: The Teacher Candidate and Mentor Teacher consistently discussed and developed thorough unit	
and lesson plans.	
Practiced Developing their own Lesson Segments/Lesson Plans: By the end of the semester, the Teacher Candidate demonstrated the ability to	
develop their own lesson plans (without the Mentor Teacher's assistance).	
Determined (perhaps developed) a Lesson Plan template for Spring Student Teaching: The Teacher Candidate collaborated with the	
Mentor Teacher to design a lesson plan template to be used during spring student teaching that includes key components expected by both the UA and the school	
district. Obtained Supervisor approval for template. NOTE: The simplified Teach Arizona template can be used if all agree to that.	
Developed a Curriculum Calendar/Plan for Spring Student Teaching: The Teacher Candidate collaborated with the Mentor Teacher to	
design a curriculum map of content to be taught in the spring semester, and a calendar for covering those topics.	
Demonstrated Strong Content Knowledge: The Teacher Candidate had an accurate and thorough grasp of the content.	

IV. INSTRUCTION/ASSESSMENT	Final
Created Instructional and Assessment Materials: The Teacher Candidate created instructional materials and assessments to be used in the	
classroom lessons.	
Team-Taught Daily Lessons/Lesson Segments: By the end of the semester, the Teacher Candidate was teaching segments of lessons or whole	
lessons on a daily basis.	
Utilized Technology during Instruction/Assessment: The Teacher Candidate effectively utilized the existing technologies in the Mentor Teacher's	
classroom.	
Recorded Themselves Teaching a Lesson: By the end of the semester, the Teacher Candidate had recorded themselves teaching a full lesson and	
analyzed that lesson with the Mentor Teacher.	

V. PROFESSIONALISM	Final
Collaborated with Mentor Teacher: The Teacher Candidate and Mentor Teacher collaborated regularly to ensure that the Teacher Candidate would meet the learning outcomes of the Final Evaluation Instrument.	
Communicated Professionally with Mentor Teacher and University Supervisor: The Teacher Candidate was proactive in their communication and responded promptly to emails/texts initiated by the Mentor and Supervisor.	
Professional Attendance: The Teacher Candidate consistently attended and arrived on time to the internship and scheduled meetings.	
Prepared for Internship: The Teacher Candidate was consistently prepared for all classroom lessons and scheduled meetings.	
Sought and Acted upon Feedback: The Teacher Candidate sought feedback from the Mentor Teacher and University Supervisor and modified practice accordingly	
Submitted Thorough and Timely Weekly Self-Reflections: The Teacher Candidate consistently submitted thorough Weekly Self-Reflections to their University Supervisor on time each week.	

Comments:

Summary:		
Plan of Action:		

TLS 593a Field Experience Rubric

Learner Outcome 1: Immersion Into School/District

	4 - Accomplished	3 - Proficient	2 – Emergent	1 – Not Evident
1a.	During the second half of the	During the second half of the	The Teacher Candidate conducted	The Teacher Candidate rarely or
Observed	semester, the Teacher	semester, the Teacher Candidate	occasional observations of other	never observed other teachers,
Other	Candidate conducted numerous	conducted occasional	teachers at their assigned school.	and/or did not keep field notes for
Teachers	observations of other teachers	observations of other teachers at		teacher observations.
	at their assigned school,	their assigned school, including		
	including keeping thorough	keeping thorough field notes for		
	field notes for all or nearly all	all or nearly all teacher		
	teacher observations and	observations and interactions.		
	interactions.			
1b. Attended	The Teacher Candidate	The Teacher Candidate attended	The Teacher Candidate attended	The Teacher Candidate attended
School	attended more than three school	at least three school functions	one or two school functions	no school functions outside of the
Functions	functions outside of the	outside of the classroom.	outside of the classroom.	classroom.
	classroom.			
1c.	The Teacher Candidate	The Teacher Candidate	The Teacher Candidate	The Teacher Candidate did not
Participated	participated in many school or	participated in several school or	participated in some school or	participate in school or district
in	district meetings, as well as	district meetings, as well as	district meetings.	sponsored professional
Faculty/Dept	professional development	professional development		development opportunities.
meetings or	opportunities as permitted.	opportunities as permitted.		
workshops	_	_		

Learner Outcome 2: Classroom Management

	4 - Accomplished	3 - Proficient	2 – Emergent	1 – Not Evident
2a.	The Teacher Candidate	The Teacher Candidate	The Teacher Candidate	The Teacher Candidate did not
Participated in	assisted the Mentor Teacher in	assisted the Mentor Teacher in	participated in some activities	participate in activities to develop
Meetings with	leading activities with both	leading activities with students	with students to develop	relationships and establish the
Students and	parents and students to	to develop relationships and	relationships and establish the	classroom management system.
Parents	develop relationships and	establish the classroom	classroom management system.	
	establish the classroom	management system.		
	management system.			

2b. Maintained Positive Relationships with and among Students 2c. Utilized Classroom	The Teacher Candidate quickly and effectively asserted themselves as an authority in the classroom and developed positive relationships with students. The Teacher Candidate consistently and effectively used district/school systems	The Teacher Candidate gradually over time asserted themselves as an authority in the classroom and developed positive relationships with students. The Teacher Candidate frequently and effectively used district/school systems for	The Teacher Candidate struggled to establish themselves as an authority in the classroom and develop positive relationships with students. The Teacher Candidate occasionally used district/school systems for recording student	The Teacher Candidate failed to establish themselves as an authority in the classroom and establish positive relationships with students. The Teacher Candidate rarely, if ever, used district/school systems for recording student information
Management Systems	for recording student information (ex: attendance, grades) and communicating with student and parents (ex: district communication platform).	recording student information (ex: attendance, grades) and communicating with student and parents (ex: district communication platform).	information (ex: attendance, grades) and communicating with student and parents (ex: district communication platform).	(ex: attendance, grades) and communicating with student and parents (ex: district communication platform)
2d. Addressed Classroom Discipline Issues	The Teacher Candidate observed the Mentor Teacher conduct numerous discipline conferences with students and parent phone calls.	The Teacher Candidate observed the Mentor Teacher conduct some discipline conferences with students and parent phone calls.	The Teacher Candidate observed the Mentor Teacher conduct some discipline conferences.	The Teacher Candidate did not observe discipline conferences or parent phone calls.

Learner Outcome 3: Planning/Content Knowledge

	4 - Accomplished	3 - Proficient	2 – Emergent	1 – Not Evident
3a.	The Teacher Candidate and	The Teacher Candidate and	The Teacher Candidate and	The Teacher Candidate and
Planned	Mentor Teacher collaborated	Mentor Teacher collaborated	Mentor Teacher collaborated	Mentor Teacher rarely if ever
Collaboratively with	on a weekly basis to develop	frequently to develop unit and	occasionally to develop unit	planned collaboratively.
the Mentor Teacher	thorough unit and lesson plans.	lesson plans.	and lesson plans.	
3b.	By the end of the semester, the	By the end of the semester,	By the end of the semester,	By the end of the semester, the
Practiced Planning	Teacher Candidate	the Teacher Candidate	the Teacher Candidate	Teacher Candidate was not able
their own Lesson	demonstrated the ability to	demonstrated the ability to	developed some lesson	to develop their own lesson
Segments and Lessons	develop numerous lesson	develop some lesson	segments and plans, but	segments or plans without
	segments and lesson plans on	segments and lesson plans on	needed some assistance and	assistance from Mentor.
	their own without the Mentor's	their own without the	revision by Mentor.	
	assistance.	Mentor's assistance.	_	

3c. Determined/Developed a Lesson Plan format for Spring Student Teaching	The Teacher Candidate collaborated with the Mentor Teacher to design a Lesson Plan template that includes the key components required by the UA and school district, and got approval from the Supervisor	The Teacher Candidate collaborated with the Mentor Teacher to design a Lesson Plan template that includes the key components required by the UA and school district, but did not get Supervisor approval	The Teacher Candidate designed a Lesson Plan template for the spring semester, but did not get Mentor or Supervisor approval.	The Teacher Candidate did not develop a Lesson Plan template for the spring semester.
3d. Developed a Curriculum Plan and Calendar	The Teacher Candidate collaborated with the Mentor Teacher to develop a fully developed and thorough curriculum plan (major topics/skills) and calendar for spring student teaching.	The Teacher Candidate collaborated with the Mentor Teacher to develop a general curriculum plan and calendar for spring student teaching.	The Teacher Candidate collaborated with the Mentor Teacher to develop a partial curriculum plan and calendar.	The Teacher Candidate did not develop a curriculum plan and calendar for spring student teaching.
3e. Demonstrated Strong Content Knowledge	The Teacher Candidate consistently demonstrated a thorough and accurate understanding of their content area as they planned and taught lessons.	The Teacher Candidate generally demonstrated a thorough and accurate understanding of their content area as they planned and taught lessons.	The Teacher Candidate has a basic understanding of their content area.	The Teacher Candidate has insufficient content knowledge at this point in the semester.

Learner Outcome 4: Instruction/Assessment

	4 - Accomplished	3 - Proficient	2 – Emergent	1 – Not Evident
4a.	The Teacher Candidate	The Teacher Candidate	The Teacher Candidate	The Teacher Candidate rarely if
Created Instructional	created instructional or	frequently created instructional	occasionally created	ever created instructional or
and Assessment	assessment materials on a	or assessment materials.	instructional or assessment	assessment materials.
Materials	weekly basis.		materials.	
4b.	By the end of the semester,	By the end of the semester, the	By the end of the semester, the	By the end of the semester, the
Team-Taught Daily	the Teacher Candidate	Teacher Candidate frequently	Teacher Candidate occasionally	Teacher Candidate had rarely if
Lessons/ Lesson	taught lessons or lesson	taught lessons or lesson	taught lessons or lesson	ever taught lessons or lesson
Segments	segments on a daily basis.	segments.	segments.	segments.
4c.	The Teacher Candidate	The Teacher Candidate	The Teacher Candidate	The Teacher Candidate rarely, if
Utilized Technology	consistently and effectively	frequently and effectively used	occasionally used the existing	ever, used the existing
during	used the existing	the existing technology in the	technology in the Mentor	technology in the Mentor
Instruction/Assessment	technology in the Mentor	Mentor Teacher's classroom to	Teacher's classroom to instruct	Teacher's classroom to instruct
	Teacher's classroom to	instruct and assess students.	and assess students.	and assess students.
	instruct and assess			
	students.			

4d. Recorded	The Teacher Candidate	The Teacher Candidate	The Teacher Candidate	The Teacher Candidate failed to
Themselves Teaching a	recorded themselves	recorded themselves once	recorded themselves once	record themselves teaching a
Lesson	numerous times and	teaching a lesson and	teaching a lesson.	lesson.
	debriefed with the Mentor.	discussed it with the Mentor.		

Learner Outcome 5: Professionalism

	4 - Accomplished	3 - Proficient	2 – Emergent	1 – Not Evident
5a.	The Teacher Candidate	The Teacher Candidate	The Teacher Candidate	The Teacher Candidate
Collaborated	demonstrated great initiative	demonstrated moderate	demonstrated some initiative by	demonstrated little or no initiative
with Mentor	from the start by collaborating	initiative by collaborating with	collaborating with the Mentor	to assume teacher duties in
Teacher	with the Mentor Teacher to	the Mentor Teacher to assume	Teacher to assume teacher duties	accordance with the Phase-in
	assume teacher duties in	teacher duties in accordance	in accordance with the Phase-in	Plan.
	accordance with Phase-in Plan.	with the Phase-in Plan.	Plan.	
5b.	The Teacher Candidate was	The Teacher Candidate was	The Teacher Candidate was	The Teacher Candidate had
Communicated	exceptionally proactive in their	consistently proactive in their	generally proactive in their	excessive instances when they
Professionally	communication and timely in	communication and timely in	communication and timely in	were not proactive in their
1 Totessionally	their response to emails and	their response to emails and	their response to emails and texts	communication or timely in their
	texts from Mentor/Supervisor.	texts from Mentor/Supervisor.	from Mentor/Supervisor.	response to emails and texts from
	texts from Wenton/Supervisor.	texts from Wentor/Supervisor.	from Wentor/Supervisor.	Mentor/Supervisor.
5c.	The Teacher Candidate	The Teacher Candidate	The Teacher Candidate had a	The Teacher Candidate had
Professional	consistently attended and	generally attended and arrived	number of unexcused absences	excessive unexcused absences or
Attendance	arrived on time to the	on time to the internship and	or late arrivals to the internship	late arrivals to the internship or
	internship and meetings.	meetings.	or meetings.	meetings.
5d.	The Teacher Candidate was	The Teacher Candidate was	The Teacher Candidate had a	The Teacher Candidate had
Prepared for	consistently prepared for	generally prepared for	number instances in which they	excessive instances in which they
Internship	classroom lessons and	classroom lessons and meetings.	were unprepared for classroom	were unprepared for classroom
	meetings.		lessons and meetings.	lessons and meetings.
5e.	The Teacher Candidate always	The Teacher Candidate almost	The Teacher Candidate generally	The Teacher Candidate rarely, if
Sought and	sought and acted upon	always sought and acted upon	acted upon feedback provided by	ever acted on feedback provided
Acted Upon	feedback provided by the	feedback provided by the	the Mentor Teacher and	by the Mentor Teacher and
Feedback	Mentor Teacher and University	Mentor Teacher and University	University Supervisor.	University Supervisor.
	Supervisor.	Supervisor.		
5f.	The Teacher Candidate	The Teacher Candidate's	The Teacher Candidate's Weekly	The Teacher Candidate failed to
Submitted	submitted Weekly Self-	Weekly Self-Reflections were	Self-Reflections generally lacked	submit one or more Weekly Self-
Thorough and	Reflections on time each week	thorough, but one or more was	sufficient specific evidence of	Reflections.
Timely Weekly	that were thorough and	submitted late.	having met internship goals	
Self-	presented specific evidence of			
Reflections	having met internship goals.			