

## TLS 593a Field Experience Final Evaluation

<b>Teacher Candidate:</b>	<b>Mentor Teacher:</b>	<b>University Supervisor:</b>
<b>Site:</b>	<b>Grade Level(s):</b>	<b>Final Date:</b>

<b>Rating Scale:</b>	<b>4 – Accomplished</b> (consistent, exemplary evidence)	<b>3 – Proficient</b> (consistent, proficient evidence)	<b>2 – Emergent</b> (developing, limited evidence)	<b>1 – Not Evident</b> (no evidence)	<b>N/A</b> (not applicable)
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### I. IMMERSION INTO SCHOOL/DISTRICT

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

### II. CLASSROOM MANAGEMENT

<b>Final</b>
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<b>Participated in Meetings with Students and Parents:</b> The Teacher Candidate participated with the Mentor Teacher in meetings with students and parents regarding classroom management/discipline.	
<b>Maintained Positive Relationships with and among Students:</b> The Teacher Candidate conducted themselves with authority and fostered positive and respectful interactions with and among students.	
<b>Utilized Classroom Management Systems:</b> The Teacher Candidate utilized district/school systems (paper and/or technology) for reporting student information and communicating with parents and students.	
<b>Addressed Classroom Discipline Issues:</b> 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
<b>1a. Observed Other Teachers</b>	During the second half of the semester, the Teacher Candidate conducted numerous observations of other teachers at their assigned school, including keeping thorough field notes for all or nearly all teacher observations and interactions.	During the second half of the semester, the Teacher Candidate conducted occasional observations of other teachers at their assigned school, including keeping thorough field notes for all or nearly all teacher observations and interactions.	The Teacher Candidate conducted occasional observations of other teachers at their assigned school.	The Teacher Candidate rarely or never observed other teachers, and/or did not keep field notes for teacher observations.
<b>1b. Attended School Functions</b>	The Teacher Candidate attended <u>more than three</u> school functions outside of the classroom.	The Teacher Candidate attended <u>at least three</u> school functions outside of the classroom.	The Teacher Candidate attended <u>one or two</u> school functions outside of the classroom.	The Teacher Candidate attended no school functions outside of the classroom.
<b>1c. Participated in Faculty/Dept meetings or workshops</b>	The Teacher Candidate participated in many school or district meetings, as well as professional development opportunities as permitted.	The Teacher Candidate participated in several school or district meetings, as well as professional development opportunities as permitted.	The Teacher Candidate participated in some school or district meetings.	The Teacher Candidate did not participate in school or district sponsored professional development opportunities.

### Learner Outcome 2: Classroom Management

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

<b>2b. Maintained Positive Relationships with and among Students</b>	The Teacher Candidate quickly and effectively asserted themselves as an authority in the classroom and developed positive relationships with students.	The Teacher Candidate gradually over time asserted themselves as an authority in the classroom and developed positive relationships with students.	The Teacher Candidate struggled to establish themselves as an authority in the classroom and develop positive relationships with students.	The Teacher Candidate failed to establish themselves as an authority in the classroom and establish positive relationships with students.
<b>2c. Utilized Classroom Management Systems</b>	The Teacher Candidate consistently and effectively used district/school systems for recording student information (ex: attendance, grades) and communicating with student and parents (ex: district communication platform).	The Teacher Candidate frequently and effectively used district/school systems for recording student information (ex: attendance, grades) and communicating with student and parents (ex: district communication platform).	The Teacher Candidate occasionally used district/school systems for recording student information (ex: attendance, grades) and communicating with student and parents (ex: district communication platform).	The Teacher Candidate rarely, if ever, used district/school systems for recording student information (ex: attendance, grades) and communicating with student and parents (ex: district communication platform)
<b>2d. Addressed Classroom Discipline Issues</b>	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

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

<b>3c. Determined/Developed a Lesson Plan format for Spring Student Teaching</b>	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.
<b>3d. Developed a Curriculum Plan and Calendar</b>	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.
<b>3e. Demonstrated Strong Content Knowledge</b>	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**

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

<b>4d. Recorded Themselves Teaching a Lesson</b>	The Teacher Candidate recorded themselves numerous times and debriefed with the Mentor.	The Teacher Candidate recorded themselves once teaching a lesson and discussed it with the Mentor.	The Teacher Candidate recorded themselves once teaching a lesson.	The Teacher Candidate failed to record themselves teaching a lesson.
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### Learner Outcome 5: Professionalism

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