



TLS 593b – Student Teaching in Secondary School

Teach Arizona Program

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Office Hours: Virtually by Appointment

Catalog & Course Description

In this course, you will engage in specialized work on an individual basis, consisting of the training and practice in actual service in a classroom. This course is designed to provide the hands-on experience necessary for preparing students to teach in a secondary school setting. Students participating in this course will be placed in a 6th-12th grade school classroom, and will work with an Arizona certified master teacher who will serve as a Supervising Practitioner using an apprenticeship model and a co-teaching framework.

Under the guidance and supervision of your Supervising Practitioner and UA Program Supervisor, you will assume the professional duties of a student teacher and, in the process, demonstrate the skills and dispositions necessary to meet the national standards set for teachers by the Interstate Teacher Assessment and Support Consortium (InTASC) and International Society for Technology in Education (ISTE):

- The InTASC Standards: [InTASC Standards](#)
- The ISTE Standards: [ISTE Technology Standards](#)

Course Objectives

By the end of the student teaching experience, Teacher Candidates will have:

1. Progressed to the role of lead teacher for two designated periods, in collaboration with the Supervising Practitioner, using co-teaching strategies, including the preparation of written lesson plans throughout the semester approximately one week in advance.
2. Submitted lesson plans to BOX two days prior to each scheduled observation made by the candidate's UA Program Supervisor. There is a target of seven lesson plans to be submitted, one for each observation.
3. Participated in reflective post conferences following each observation
4. Participated in a midterm and final evaluation conference with the Supervising Practitioner and UA Program Supervisor.

5. Collaboratively created a learning environment that fosters student learning in accordance with the InTASC and ISTE Standards.
6. Collaboratively designed lessons with the Supervising Practitioner and taught lessons using instructional and assessment strategies aligned to the InTASC and ISTE Standards.
7. Established relationships with students, families, and the school community in support of student learning, in accordance with the InTASC Standards.

Expected Learner Outcomes

The Learner Outcomes are based upon the InTASC and ISTE Standards:

The learner will be able to:	Standard
1. Implement learning experiences that meet the cognitive, linguistic, social, emotional, physical, social and emotional needs of diverse learners.	InTASC Standards: 1a, 1b, 1c <i>Measured in the UA Teacher Candidate Midterm/Final Evaluation within the Planning and Preparation domain</i>
2. Establish an inclusive learning environment which embraces individual differences, diverse cultures and communities and ensures high standards for each learner.	InTASC Standards: 2a, 2b, 2c, 2d, 2e, 2f <i>Measured in the UA Teacher Candidate Midterm/Final Evaluation within the Learning Environment domain</i>
3. Create a learning environment that supports active engagement, social interaction, collaborative learning and self-motivation.	InTASC Standards: 3a, 3b, 3c, 3d, 3e, 3f, 3h <i>Measured in the UA Teacher Candidate Midterm/Final Evaluation within the Planning and Preparation domain</i>
4. Create learning experiences using the central concepts, tools of inquiry, and the structure each discipline to ensure students' content mastery.	InTASC Standards: 4a, 4b,4c, 4d, 4e, 4h <i>Measured in the UA Teacher Candidate Midterm/Final Evaluation within the Planning and Preparation and the Instruction and Assessment domains</i>
5. Connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	InTASC Standards: 5a, 5b,5c, 5d, 5e, 5h <i>Measured in the UA Teacher Candidate Midterm/Final Evaluation within the Planning and Preparation and the Instruction and Assessment domains</i>
6. Use multiple assessment methods to engage learners in their own growth, to monitor that growth, guide instructional decision making as well as student goals for self.	InTASC Standards: 6a, 6b,6c, 6d, 6e, 6h <i>Measured in the UA Teacher Candidate Midterm/Final Evaluation within the Instruction and Assessment domain</i>

7. Use knowledge of learners and community context, knowledge of content area and curriculum and cross-disciplinary skills to plan rigorous instruction that supports every student.	InTASC Standards: 7a, 7b,7c, 7d, 7e, 7h <i>Measured in the UA Teacher Candidate Midterm/Final Evaluation within the Planning and Preparation domain</i>
8. Use a variety of instructional strategies so learners will develop a deep understanding of content, make connections with that content, and build skills to apply that knowledge meaningfully.	InTASC Standards: 8a, 8b,8c, 8d, 8e, 8h <i>Measured in the UA Teacher Candidate Midterm/Final Evaluation within the Instruction and Assessment domain</i>
9. Engage in ongoing professional learning and use evidence to continually evaluate teaching practice, its effect on others and adapts practice to meet the needs of each learner.	InTASC Standards: 9a, 9b,9c, 9d, 9e, 9h <i>Measured in the UA Teacher Candidate Midterm/Final Evaluation within the Professionalism and Growth domains</i>
10. Seek appropriate roles and opportunities to take responsibility for student learning and to collaborate with others to ensure learner growth and to advance the profession.	InTASC Standards: 10a, 10b,10c, 10d, 10e, 10h <i>Measured in the UA Teacher Candidate Midterm/Final Evaluation within the Professionalism and Growth domains</i>
11. Create learning experiences and assessments that utilize technology to develop learner creativity, maximize content learning and promote ethical and responsible use of digital tools.	ISTE NETS – T 1a, 1b, 1c, 1d; 2a, 2b, 2c, 2d; 3a, 3b, 3c, 3d; 4a, 4b, 4c, 4d <i>Measured in the UA Teacher Candidate Midterm/Final Evaluation within the Planning and Preparation, Instruction and Assessment, and Professionalism and Growth domains</i>

Textbook:

There is no required textbook.

Professional Expectations

Per the expectations outlined in the *UA Teacher Preparation Program Professional Standards*, students are expected to follow the district, university and state standards of behavior while on the UA and school district campuses:

- School district code of conduct (when on a school campus or at a school-related event)
- Arizona State Board of Education Professional Standards for Certificate Holders
- ABOR Student Code of Conduct and UA policies regarding classroom behavior, threatening behavior, nondiscrimination and anti-harassment, and the Code of Academic Integrity.
 - <https://public.azregents.edu/Policy%20Manual/5-308-Student%20Code%20of%20Conduct.pdf>
 - <http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students>
 - <http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy>
 - <https://deanofstudents.arizona.edu/policies/code-academic-integrity>

- Professional Expectations for UA Teacher Candidates\
 - maintain or exceed the minimum grade point average in their respective programs
 - earn the minimum required letter grades in program courses
 - follow the academic program of study as prescribed by the program advisor
 - abide by state, university, and school district professional, behavioral, and academic standards
 - abide by FERPA requirements regarding student data and privacy
 - abide by Arizona statutes regarding Mandatory Reporting
 - communicate professionally and respectfully, orally and in writing (including all forms of social media), with and about peers, colleagues, instructors, K-12 students, teachers, administrators, families, and community members
 - refrain from posting or sharing any minor's images, videos, identifying information, or student work on social media without the written permission of the parent/guardian
 - have a professional appearance when on a school campus or at school-related events
 - attend all required course and field-related events
 - in case of emergency or absence, provide timely notification to appropriate personnel
 - arrive on time and remain for the duration of scheduled classes and field experiences
 - be fully prepared for scheduled classes and field experiences
 - look beyond self and respect differences of race, ethnicity, language, social class, national allegiance, cultural heritage, disability or perceived disability, gender, and sexual orientation
 - acknowledge and respond (if appropriate) to others' differing perspectives in a professional and respectful manner
 - accept and act upon reasonable criticism and feedback
 - question and test their assumptions about teaching and learning
 - separate personal and professional issues
 - exhibit knowledge through inquiry, critical analysis, and synthesis of the subject
 - inform appropriate University and school personnel in a timely manner regarding the existence of professional or personal issues which may impact the ability to continue or be successful in the program and/or field experiences
 - be proactive in solving issues early through open communication with pertinent personnel
 - review and utilize relevant materials and resources provided, including those available via UA and school district websites and handbooks
 - never invite or meet with a student outside of school events
 - do not text, message, email, call, or use social media with students about any topic that is not directly school-related
 - check UA email and phone messages daily, and respond appropriately within one business day to messages regarding program or field experience
 - maintain organized and up-to-date records of field experience, which may include time card, lesson plans, phase-in schedule, observation notes, reflections, etc.

Alleged violations of these behavior standards may result in immediate removal from the course or field placement pending review by the course instructor/program director. Alleged violations of the ABOR Student Code of Conduct and other UA policies (as explained above) will be referred to the Dean of Students Office.

NOTE: Possible consequences for violations of these behavior standards include:

- removal from the course and/or clinical placement
- failure of course (as determined by course instructor)
- withdrawal from teacher preparation program with the right to petition for readmission.
- dismissal from teacher preparation program

Grading Policy & Benchmark Assessment

The student teaching internship is a cumulative, cohesive experience. The course grade will be based upon fulfillment of the student teaching responsibilities (delineated in the next section).

The **UA Teacher Candidate Midterm/Final Evaluation** (instrument and rubric can be found at the end of this syllabus) will be used to assess whether the Teacher Candidate has demonstrated the knowledge, skills and dispositions necessary to pass student teaching. This instrument is aligned to both the InTASC and ISTE NETS-T Standards. Teacher Candidates are formally evaluated twice during the spring student teaching internship. ***The final evaluation is the benchmark assessment for the course. You must pass the benchmark to pass TLS 593b. A passing grade is defined as a score of “2” or above (across all categories) on the grading rubric.***

The UA Program Supervisor will conduct both evaluations conferences, which are jointly attended by the Teacher Candidate and the Supervising Practitioner. The midterm evaluation conference will be held in early March. The final evaluation conference will be held in late April. The Teacher Candidate and Supervising Practitioner will each individually complete this form prior to the midterm and final conferences. During the conference the UA Program Supervisor completes a composite **UA Teacher Candidate Midterm/Final Evaluation** form and notes any discrepancies. The Program Supervisor collects the evaluation forms completed by the Teacher Candidate and Supervising Practitioner at the end of the conference. The Program Supervisor will upload the signed evaluation forms directly into the Teacher Candidate’s BOX. The instructor, acting upon the recommendation of the UA Program Supervisor, will assign the grade. The course is graded on a pass/fail basis.

Student Teaching Responsibilities

Required Hours:

Teacher Candidates are expected to spend a minimum of four hours each day at their assigned school. Attendance is required. Excessive absences may result in the student being dropped from the course or being issued a failing grade. All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion. Absences pre-approved by the UA Dean of Students (or Dean's designee) will be honored. **If a Teacher Candidate needs to be absent from the internship, they must: 1) Notify their Mentor as soon as possible and provide substitute lesson plans to the Mentor, 2) Notify Patricia Acosta and their University Supervisor about the absence.**

During the spring semester, the Teacher Candidates will follow the school district calendar for the holidays, as well as for the first and last day of student teaching.

Required Duties:

Teacher Candidates assume full responsibility for their two designated periods. In collaboration with their Supervising Practitioner, they take the lead teacher role in planning, instruction, grading and maintaining discipline. The remainder of the required hours are to be spent conferencing with the Supervising Practitioner, planning, preparing instructional materials, grading, completing administrative tasks related to student teaching and observing other teacher as time permits.

In addition to their required hours, Teacher Candidates are expected to attend lunchtime or after-school activities such as department meetings, faculty meetings, IEP meetings, and parent or student conferences as would regular faculty member.

UA Program Supervisor will observe their assigned Teacher Candidate every 2-3 weeks during the spring semester. Supervisors observe the Teacher Candidate teaching a lesson and then conference with the Teacher Candidate. At least two days prior to each Supervisor visit, Teacher Candidates must submit into Box a lesson plan for the class that is to be observed. Following the observation and conference, the Program Supervisor will document the Teacher Candidate's progress by completing a **Teacher Candidate Observation Form** and will upload the form directly into BOX.

Teacher Candidates are required to prepare lesson plans for each class period during the spring semester. They must submit a week of lesson plans to their Mentor Teacher the week prior to teaching those lessons, which will give the Mentor Teacher time to review them and suggest edits. Teacher Candidates and Mentor Teachers should determine a consistent day of the week by which the Teacher Candidate will give the next week's lessons to the Mentor Teacher, and a consistent meeting time to discuss those plans.

Required Documentation

Teacher Candidates must complete the following documents and submit them to Box:

1. **A formal Lesson Plan** prior to each and every UA Program Supervisor observation
2. **UA Teach Candidate Midterm Evaluation** (to be completed prior to the midterm conference)
3. **UA Teacher Candidate Final Evaluation** (to be completed prior to the final conference)

Course Policies

Site Procedures

- Adhere to the health and safety protocols in place in their assigned school districts.
- Follow the site school's procedures for student teachers re: signing in, faculty ID badges, parking, etc.
- Follow the school's Code of Conduct for faculty.
- Always wear their UA ID lanyards while on school campuses.

Syllabus Policy

- The syllabus for this course is subject to change at the discretion of the instructor with proper notice to students; however, grade and absence policies will not change.

Accessibility and Accommodations

- Our goal in this classroom is that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, please inform the instructor and contact Disability Resources (520-621-3268) to establish reasonable accommodations. For additional information on Disability Resources and reasonable accommodations, please visit <http://drc.arizona.edu/>.

Audio and Video Recording of Course

- Students may not make audio or video recordings of classes without the advance written permission of the instructor. Students may not reproduce, exchange, share, or distribute course recordings and materials. Students may use course recordings and materials only for course purposes. If a student makes a recording of a course with the instructor's permission, the student is expected to destroy the recording at the conclusion of the course term. This policy on distribution includes materials provided for online or hybrid courses. Making a recording without the permission of the instructor and/or reproducing, exchanging, sharing, or distributing course recordings and materials is considered a violation of ISTE Technology Standards for Educators 2.3.d, "Model and promote management of personal data and digital identity and protect student data privacy".

Code of Academic Integrity

- Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity: <https://deanofstudents.arizona.edu/policies-and-codes/code-academic-integrity>
- The University Libraries have some excellent tips for avoiding plagiarism available at: <http://www.library.arizona.edu/help/tutorials/plagiarism/index.html>.

UA Nondiscrimination and Anti-Harassment Policy/Disruptive Student Behavior

- To foster a positive learning environment, students and instructors have a shared responsibility. We want a safe, welcoming and inclusive environment where all of us feel comfortable and are able to learn. The University is committed to creating and maintaining an environment free of discrimination and disruptive behavior:
 - <http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy>
 - <https://deanofstudents.arizona.edu/accountability/disruptive-student-behavior>

Additional Resources for Students

- UA Academic policies and procedures are available at: <http://catalog.arizona.edu/2015-16/policies/aaindex.html>
- Student Assistance and Advocacy information is available at: <http://deanofstudents.arizona.edu/student-assistance/students/student-assistance>

TLS Department Position Statement on Social Justice

The members of the TLSS community are committed to providing equal opportunity and nurturing an academic climate dedicated to social justice. Injustice takes many forms. Oppressive acts are sometimes overt, but most are subtle, and are difficult to document. These hidden forms of discrimination are identified in the literature as microaggressions, often resulting from unexamined attitudes and beliefs. Macroaggressions are expressions of both the overt and systemic forms of injustice. Our commitment to social justice reflects an orientation to our goals and practices in education and ultimately, an orientation to life that values a diversity and inclusion of viewpoints and experiences of all people as valuable contributors to the experience of schooling and society. This stance recognizes that individuals bring a variety of linguistic, social, and cognitive strengths from their families and communities into the classroom; we view these strengths as assets. We value and honor human diversity. We recognize that all relationships include dynamics of power. We are committed to relating to each other with conscious awareness and sensitivity to these power dynamics. We pledge to contribute to expanding the linguistic and cognitive strengths that learners possess and bring with them to the classroom. We understand that systemic policies, traditions, and laws along with personal beliefs, experiences and attitudes affect personal relationships and equitable treatment and opportunity for all. We strive to provide a context where we all have the venue, the opportunity, and the confidence to express our experiences and that these experiences will be heard constructively, critically, and with sensitivity. Hence, we are not color blind. We will not erase who someone is in the name of equality, nor deny the historical, material and emotional impacts of racialized and gendered identities, and colonial legacies. We stand alongside and speak out with our colleagues, staff, students, and community members when any of us or others experience micro- or macroaggressions. We recognize that those of us who enjoy privileged status due to our racialized, gendered, heteronormative, or otherwise privileged aspects of our identities may be unaware of the ways this privileged status marginalizes others.

We pledge to listen to our colleagues, students, staff, and community members when any of us or others make efforts to remain diligent in maintaining awareness of micro, macro aggressions, and raise our awareness around issues of invisibility, marginalization, normativity, power, and privilege. We view these goals as both crucial and ambitious. The entrenched nature of oppression requires both institutional restructuring and new social discourses. Therefore, our stance on disrupting existing and persisting inequities requires attention to micro and macro level interactions. Every interaction is an opportunity for disrupting processes of marginalization, whether overt or subtle, both through person-to-person exchange and through resisting oppressive structures and systems. We commit to holding one another and ourselves accountable, through our research and practice, to rejecting entrenched inequalities, and to cultivating new discourses as groundwork for imagining new social worlds.

UA Teacher Candidate Midterm/Final Evaluation

Teacher Candidate:	Supervising Practitioner:	Program Supervisor:	
Site(s):	Grade Level(s):	Midterm Date:	Final Date:

Rating Scale:	4 – Accomplished (consistent, exemplary evidence)	3 – Proficient (consistent, proficient evidence)	2 – Emergent (developing, limited evidence)	1 – Not Evident (no evidence)
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I. LEARNING ENVIRONMENT

	Midterm	Final
Students Represented: Students are welcomed and represented in the instructional setting in a manner that values their work and presence in the environment (e.g., students are greeted when entered; student contributions are valued; student work displayed when possible)		
Set-Up: Optimizes space in the room and student workstation set-ups to ensure physical safety, classroom management, and appropriate interactions among students and teacher		
Procedures: Establishes and follows norms, procedures, and routines		
Behavior Expectations: Communicates clear expectations of student behavior and supports student self-regulation		
Manages Behaviors Quickly: Monitors and responds appropriately to student behavior in a timely manner		
Positive & Respectful: Uses and promotes civil discourse and non-verbal interactions that are positive, supportive, and respectful		
Respects Backgrounds: Demonstrates and promotes respect and sensitivity for all students' backgrounds		

Comments on Learning Environment

Midterm	Final
Summary:	Summary:
Plan of Action:	Plan of Action:

Rating Scale:	4 – Accomplished (consistent, exemplary evidence)	3 – Proficient (consistent, proficient evidence)	2 – Emergent (developing, limited evidence)	1 – Not Evident (no evidence)
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II. PLANNING AND PREPARATION

	Midterm	Final
Complete Submitted Plans: Creates complete, appropriately-formatted lesson plans and submits for review in a timely manner		
Timing: Writes lesson plans and activities appropriate for the amount of time allotted/designated		
Data & Needs-Driven: Uses assessment data, professional judgment, and learners' needs to guide planning		
Standards-based: When writing objectives, uses Arizona standards, district academic standards/performance objectives, and/or any additional standards as required by the discipline to develop procedural and conceptual knowledge		
Connects Content: Connects lesson content to: students' experiences, previous lessons within the content area, other curricular areas, and real-life situations		
Active Participation: Plans multiple instructional strategies that ensure active participation		
Materials/Technology: Chooses varied and appropriate materials and technologies and has them ready to teach the learning objective(s)		
Higher-Level Thinking: Plans opportunities for higher-level thinking through questioning and student activities		
Accommodations: Incorporates modifications or accommodations based on learner needs		
Sequencing: Develops meaningful sequencing of learning experiences		
Collaborates: Plans collaboratively with Supervising Practitioner and/or other professionals who have specialized expertise		

Comments on Planning and Preparation

Midterm	Final
Summary:	Summary:
Plan of Action:	Plan of Action:

Rating Scale:	4 – Accomplished (consistent, exemplary evidence)	3 – Proficient (consistent, proficient evidence)	2 – Emergent (developing, limited evidence)	1 – Not Evident (no evidence)
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III. INSTRUCTION AND ASSESSMENT

	Midterm	Final
States Expectations: Communicates expectations for learning at the beginning of the lesson and throughout		
Content Accuracy: Provides clarity and accuracy of content which includes essential information		
Academic Language: Uses academic language of the discipline accurately and creates opportunities for students to use the academic language		
Clear Instructions: Provides clear instructions verbally, in writing, and through modeling		
Flexibility: Demonstrates flexibility and sufficient content knowledge to allow for exploration of learner curiosities		
Varied Materials: Uses varied materials, aids, models, representations (including technology), as appropriate		
Varied Delivery: Varies instructional strategy and teacher role to address students' diverse learning styles and needs (e.g., sheltered English instructional strategies, small groups, individual work, student-led learning, cooperative learning, direct instruction, investigation, facilitator, guide on the side, etc.)		
Activities & Applications: Provides activities and choices for learners to demonstrate their knowledge, including creative/original ways and authentic applications		
Student Engagement: Maximizes active participation and paces the lesson to optimize instructional time		
Questioning: Effectively asks questions to serve different purposes (e.g., probing for learner understanding, promoting student discourse, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question)		
Formative Assessments: Checks for understanding throughout lesson to monitor student learning		
Modifies Teaching: Adjusts lesson or content delivery based on student needs		
Summative Assessments: Designs summative assessments that match instruction in content, rigor, and format		
Promotes Self-Assessment: Effectively implements methods for student self-assessment and self-improvement		
Feedback: Provides timely, useful, specific, and respectful responses to learners during the lesson and on assessments		

Comments on Instruction and Assessment

Midterm	Final
Summary:	Summary:
Plan of Action:	Plan of Action:

Rating Scale:	4 – Accomplished (consistent, exemplary evidence)	3 – Proficient (consistent, proficient evidence)	2 – Emergent (developing, limited evidence)	1 – Not Evident (no evidence)
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IV. PROFESSIONALISM AND GROWTH

	Midterm	Final
On Time & Professional: Attends field experiences on time, prepared, and with a professional appearance		
Responds Timely: Responds to communications in a timely manner and meets deadlines		
Communication: Communicates professionally with and about members of the learning community in all forms, including social media		
Personal Issues: Separates personal and professional issues		
Professional Conduct: Conducts oneself professionally and ethically as an educator		
Families: Communicates with families about instruction and individual progress		
Legal Responsibilities: Describes and abides by laws related to learners’ rights and teacher responsibilities (e.g., equity, appropriate education for learners with disabilities, confidentiality, privacy, reporting in situations related to possible child abuse)		
Collaborates: Collaborates regularly with colleagues and members of the school community		
Receptive to Feedback: Accepts and acts upon constructive feedback from mentors, supervisors, and administrators		
Growth: Participates in professional learning opportunities, as appropriate		
Self-Reflect: Demonstrates ability to self-reflect in a meaningful manner to improve teaching practice		

Comments on Professionalism and Growth

Midterm	Final
Summary:	Summary:
Plan of Action:	Plan of Action:

UA Teacher Candidate Midterm/Final Evaluation
Signature Page

Midterm Evaluation By signing below, I acknowledge participation in the midterm assessment process.

Teacher Candidate Printed Name:	Teacher Candidate Signature:	Date:
Supervising Practitioner:	Supervising Practitioner Signature:	Date:
Program Supervisor:	Program Supervisor Signature:	Date:

Final Evaluation By signing below, I acknowledge participation in the final assessment process.

Teacher Candidate Printed Name:	Teacher Candidate Signature:	Date:
Supervising Practitioner:	Supervising Practitioner Signature:	Date:
Program Supervisor:	Program Supervisor Signature:	Date:

Teacher Candidate Midterm/Final Evaluation Rubric

Learning Environment:

	4 - Accomplished	3 - Proficient	2 – Emergent	1 – Not Evident
Students Represented	Makes effort on a daily basis to make students feel welcome and valued in the educational setting.	Makes effort on most days to make students feel welcome and valued in the educational setting.	Occasionally makes effort to make students feel welcome and valued in the educational setting.	Makes no effort to make students feel welcome and valued in the educational setting.
Set up	Thoughtfully and purposefully manages space to ensure physical safety, classroom management and appropriate interactions among participants.	Makes significant effort to manage space to ensure physical safety, classroom management and appropriate interactions among participants.	Makes some effort to manage space to ensure physical safety, classroom management and appropriate interactions among participants.	Makes no effort to manage space to ensure physical safety, classroom management and appropriate interactions.
Procedures	Establishes and applies clear norms, procedures and routines and consistently reinforces them.	Establishes and applies clear norms procedures and routines and occasionally reinforces them.	Establishes clear norms procedures and routines but does not consistently apply or reinforce them.	Fails to establish or apply clear norms, procedures and routines.
Behavior Expectations	Communicates clear expectations of student behavior and supports student self-regulation.	Communicates clear expectations of student behavior but does not consistently encourage student self-regulation.	Communicates expectations for student behavior but the expectations lack clarity. Opportunities for student self-regulation are not provided	Fails to communicate clear expectations of student behavior.
Manages Behaviors Quickly	Monitors student behavior carefully and responds in a timely and appropriate manner.	Monitors student behavior and usually responds in a timely and appropriate manner.	Monitors student behavior but sometimes responds in an untimely and/or inappropriate manner.	Fails to monitor student behavior and/or routinely responds in an untimely or inappropriate manner
Positive & Respectful	Thoughtfully and purposefully uses and promotes civil discourse and non-verbal interactions that are positive, supportive and respectful.	Often uses and promotes civil discourse and non-verbal interactions that are positive, supportive and respectful.	Sometimes uses and promotes civil discourse and non-verbal interactions that are positive, supportive and respectful.	Fails to use and promote civil discourse and non-verbal interactions that are positive, supportive and respectful.
Respects Background	Consistently demonstrates and promotes respect and sensitivity for all students' backgrounds.	Usually demonstrates and promotes respect and sensitivity for all students' backgrounds.	Sometimes demonstrates and promotes respect and sensitivity for all students' backgrounds.	Fails to demonstrate and promote respect and sensitivity for all students' backgrounds.

Planning and Preparation:

	4 - Accomplished	3 - Proficient	2 – Emergent	1 – Not Evident
Submitted Plans	Plans are consistently and exceptionally well developed, well formatted, and submitted in advance when appropriate.	Plans are consistently well developed, well formatted, and submitted in advance when appropriate.	Plans are sometimes well developed, complete, well formatted, and submitted in advance when appropriate.	Plans are rarely, if ever, well developed, complete, well formatted, and submitted in advance when appropriate.

Timing	Lesson plans are consistently and impeccably commensurate with time allotted and includes time for lesson closure.	Lesson plans are consistently commensurate with time allotted and includes time for lesson closure.	Lesson plans are sometimes commensurate with time allotted and includes time for lesson closure	Lesson plans are rarely, if ever, commensurate with time allotted and includes time for lesson closure
Data & Needs	Lesson planning is consistently driven by student needs as measured by formal and informal assessments.	Lesson planning is often driven by student needs as measured by formal and informal assessments.	Lesson planning is seldom driven by student needs as measured by formal and informal assessments.	Lesson planning is rarely, if ever driven by student needs as measured by formal and informal assessments.
Standards Based	Objectives are consistently based on all appropriate standards required by the discipline, and include language objectives for English Language Learners.	Objectives are consistently based on most standards required by the discipline and include language objectives for English Language Learners.	Objectives are sometimes based on most standards required by the discipline and occasionally include language objectives for English Language Learners.	Objectives are rarely, if ever, based on most standards required by the discipline and do not include language objectives for English Language Learners.
Connects Content	All content is intentionally connected to students' prior knowledge, experiences and other subject areas.	Content is consistently connected to students' prior knowledge, or experiences or other subject areas.	Content is sometimes connected to students' prior knowledge, or experiences or other subject areas.	Content is rarely, if ever, connected to students' prior knowledge, experiences or other subject areas.
Active Participation	Plans consistently include varied instructional strategies that maximize active student participation.	Plans consistently include varied instructional strategies to ensure some active student participation.	Plans may include some instructional strategies to ensure some active student participation for a part of the time.	Plans rarely, if ever, include instructional strategies to ensure some active student participation for a part of the time.
Materials/ Technology	Varied and appropriate materials are customized to support the learning objective(s). Materials are easily accessible and always ready.	Varied and appropriate materials are used to support the learning objective(s). Materials are accessible and always ready.	Varied and appropriate materials are sometimes used to support learning objective(s). Materials are generally accessible and ready.	The varied use of appropriate materials is rarely, if ever, supports the learning objective(s). Materials are not often easily accessible or ready.
Higher Level Thinking	Lesson plans include activities and planned/intentional questioning that consistently promote ongoing higher-level thinking.	Lesson plans include activities and planned/intentional questioning that often promote high level thinking.	Lesson plans include activities and planned/intentional questioning that sometimes promote high level thinking.	Lesson plans include activities and planned/intentional questioning that rarely, if ever, promote high level thinking.
Accommodations	All learner needs are consistently met with appropriate accommodations and modifications.	All learner needs are often met with appropriate accommodations and modifications.	Learner needs are sometimes met with appropriate accommodations and modifications.	Learner needs are rarely, if ever, met with appropriate accommodations and modifications.
Sequencing	Lessons are extremely well sequenced.	Lessons are appropriately sequenced.	Lessons are, for the most part, appropriately sequenced, but in-lesson transitions could be improved.	Lessons are delivered without appropriate sequencing.
Collaborates	Collaborates consistently with Supervising Practitioner and other professionals when planning to improve lesson quality and meet learner needs.	Collaborates often with Supervising Practitioner and other professionals when planning to improve lesson quality and meet learner needs.	Collaborates on occasion with Supervising Practitioner and other professionals when planning to improve lesson quality and meet learner needs.	Collaborates, seldom, if ever, with Supervising Practitioner and other professionals when planning to improve lesson quality and meet learner needs.

Instruction and Assessment:

	4 - Accomplished	3 - Proficient	2 – Emergent	1 – Not Evident
States Expectations	Communicates learning expectations and outcomes in a consistent, effective, and meaningful way at the beginning of the lesson and throughout.	Communicates expectations for learning at the beginning of the lesson and throughout.	Learning expectations may be poorly communicated and/or not referenced throughout the lesson	Expectations for the lesson are not communicated.
Content Accuracy	Content knowledge is accurate and can be explained in multiple, accurate manners and applications. Essential information is included and emphasized during the lesson.	Content knowledge is accurate and essential information is emphasized.	Teacher may not teach the essential information accurately or might spend too long focusing on non-essential information.	Incorrect information is periodically given. Teacher does not demonstrate sufficient content knowledge to distinguish essential information.
Academic Language	Demonstrates mastery of the discipline’s academic language and creates multiple opportunities for students to easily and accurately use the academic language.	Uses academic language of the discipline accurately and creates opportunities for students to use the academic language.	Academic language is sometimes used. There may be few opportunities for students to practice the academic language.	Academic language is unused or used inaccurately and/or student misuse of the language goes uncorrected. There may be little to no opportunities for students to practice the academic language.
Clear Instructions	Instructions are provided clearly and in multiple ways (including verbally, written, and through modeling) prior to activities, resulting in student understanding of the instructions.	Provides clear instructions verbally, in writing, and through modeling.	Instructions may not be clear to the students and need to be repeated numerous times for student understanding.	Instructions are either not provided or only provided in one method.
Flexibility	Consistently demonstrates flexibility and advanced content knowledge to allow for explorations of learner curiosities in a manner that still addresses learning objectives.	Often demonstrates flexibility and sufficient content knowledge to allow for exploration of learner curiosities.	Sometimes demonstrates flexibility and sufficient content knowledge to allow for exploration of learner curiosities.	Rarely demonstrates flexibility or sufficient content knowledge to allow for exploration of learner curiosities or any deviations from the lesson plan.
Varied Materials	Regularly integrates varied, engaging, and well-made materials, aids, models, and representations, including technology.	Uses varied materials, aids, models, technology, and representations, as appropriate to the lesson.	Sometimes uses varied materials, aids, models, and representations (including technology), as appropriate.	Rarely uses varied materials and/or materials may not be relevant or effective.
Varied Delivery	Effectively and seamlessly varies instructional strategies and teacher role (e.g., sheltered English instructional strategies, small groups, individual work, student-led learning, cooperative learning, direct instruction, investigation, facilitator, guide on the side, etc.) so that students are engaged in multiple, meaningful methods of learning which address students’ diverse learning styles and needs.	Often varies instructional strategy and teacher role throughout the lesson to address students’ diverse learning styles and needs (e.g., sheltered English instructional strategies, small groups, individual work, student-led learning, cooperative learning, direct instruction, investigation, facilitator, guide on the side, etc.).	Sometimes or ineffectively varies instructional strategy and teacher role throughout the lesson to address students’ diverse learning styles and needs (e.g., sheltered English instructional strategies, small groups, individual work, student-led learning, cooperative learning, direct instruction, investigation, facilitator, guide on the side, etc.).	Seldom varies instructional strategy and teacher role throughout the lesson to address students’ diverse learning styles and needs.

Activities & Applications	Provides varied, relevant and engaging activities and choices for learners to demonstrate their knowledge, including creative/original ways and authentic applications.	Often provides relevant activities and choices for learners to demonstrate their knowledge, including creative/original ways and authentic applications.	Sometimes provides activities and choices for learners to demonstrate their knowledge, including creative/original ways and authentic applications.	Rarely provides activities or choices for learners to demonstrate their knowledge, including creative/original ways and authentic applications.
Student Engagement	Maximizes active participation and paces the lesson to optimize instructional time so that all students are engaged 100% of the time (“bell-to-bell” student engagement).	Students are actively participating for the majority of the lesson and Teacher Candidate paces the lesson to optimize instructional time. Off task behavior is seldom.	All or most students are engaged for a portion of the lessons. Off task behavior is frequent. Pacing may be too slow or too fast for student understanding and successful performance.	Students are often or always off task.
Questioning	Effectively asks relevant questions that students consistently answer throughout lesson to promote ongoing higher-level thinking and serve multiple purposes (e.g., probing for learner understanding, promoting student discourse, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).	Effectively asks relevant questions to promote higher-level thinking and serve different purposes (e.g., probing for learner understanding, promoting student discourse, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).	Asks questions that sometimes promote high level thinking and serve different purposes, but questions may not be relevant or effective at eliciting student responses.	Rarely asks questions throughout the lesson.
Formative Assessments	Consistently checks for understanding throughout lesson to monitor student learning using varied, engaging, and time-efficient methods of assessment.	Often checks for understanding throughout lesson to monitor student learning using varied and time-efficient methods of assessment.	Sometimes checks for understanding to monitor student learning; these checks may not be varied, scattered throughout the lesson, and/or time-efficient.	Rarely effectively checks for understanding throughout lesson to monitor student learning.
Modifies Teaching	As a result of monitoring, consistently adjusts content delivery or lesson plan to maximize student learning.	Often adjusts lesson or content delivery based on student needs.	Sometimes adjusts lesson or content delivery based on student needs.	Rarely adjusts lesson or content delivery based on student needs.
Summative Assessments	Summative assessments are customized to match instruction in content, rigor, and format.	Designs summative assessments that often match instruction in content, rigor, and format.	Designs summative assessments that sometimes match instruction in content, rigor, and/or format. May only use pre-made summative assessments without the opportunity to design assessments.	Does not create or use summative assessments that match instruction in content, rigor, and/or format.
Promotes Self-Assessment	Consistently implements effective, accurate, and useful methods for student self-assessment and self-improvement.	Promotes useful and accurate student self-assessment and self-improvement.	Allows for student self-assessment and self-improvement, but opportunities may not be useful or frequent enough to be effective.	Rarely allows for useful and accurate student self-assessment and self-improvement.
Feedback	Through written and verbal feedback during the lesson and on assignments/ assessments, provides timely, useful, specific, and respectful responses to learners resulting in improvements in student performance.	Through written and verbal feedback, provides timely, useful, specific, and respectful responses to learners.	Sometimes provides timely, useful, specific, and respectful responses to learners.	Rarely provides timely, useful, specific, and respectful responses to learners.

Professionalism and Growth:

	4 - Accomplished	3 - Proficient	2 – Emergent	1 – Not Evident
On Time & Professional	Consistently attends field experiences on time, arrives early and/or stays late so as to be prepared. Maintains a very professional appearance.	Attends field experiences on time, prepared, and with a professional appearance.	Is, on occasion, late or unprepared for field experience and/or occasionally fails to maintain a professional appearance.	Is often late or unprepared for field experience and/or often fails to maintain a professional appearance.
Responds Timely	In addition to timely communication, anticipates and initiates needed communication, and is prepared in advance of deadlines.	Consistently responds to communications in a timely manner and meets deadlines.	Often responds to communications in a timely manner and meets deadlines.	Seldom, if ever responds to communications in a timely way and/or rarely meets deadlines.
Communication	Communicates in a highly professional manner with and about the members of the learning community.	Communicates professionally with and about members of the learning community.	Usually but not always communicates professionally with and about members of the learning community.	Does not exhibit professional communication with and about the members of the learning community.
Personal Issues	Consistently and consciously separates personal and professional issues.	Separates personal and professional issues.	Has demonstrated some ability to separate personal and professional issues.	Is unable, at this time, to separate personal and professional issues.
Professional Conduct	Conducts oneself professionally and ethically as an educator. Could serve as a model of professionalism and ethics.	Conducts oneself professionally and ethically as an educator.	Has demonstrated some ability to conduct oneself professionally and ethically as an educator.	There is no evidence for conduct that is professional and ethical.
Families	Builds relationships with families and communicates with families about instruction and individual progress in an ongoing way.	Communicates with families about instruction and individual progress.	Has made an attempt to communicate with families about instruction and individual progress.	There is no evidence of communication with families about instruction and individual progress.
Legal Responsibilities	Describes and abides by laws related to learners' rights and teacher responsibilities (e.g., equity, appropriate education for learners with disabilities, confidentiality, privacy, reporting in situations related to possible child abuse).	<<	>>	Cannot describe and does not abide by laws related to learners' rights and teacher responsibilities (e.g., equity, appropriate education for learners with disabilities, confidentiality, privacy, reporting in situations related to possible child abuse).
Collaborates	Consistently collaborates with colleagues and members of the learning community in an ongoing way, makes solid contributions to the collaborative efforts, and fosters an interdependence among colleagues.	Collaborates regularly with colleagues and members of the school community.	There is some evidence of collaboration with colleagues and members of the school community.	There is no evidence of collaboration with colleagues and members of the school community.

Receptive to Feedback	Regularly requests, accepts and acts upon constructive feedback from mentors, supervisors and administrators.	Accepts and acts upon constructive feedback from mentors, supervisors, and administrators.	There is some evidence demonstrating acceptance of feedback and action taken as a result of that feedback.	There is little to no evidence that the student Accepts and acts upon constructive feedback from mentors, supervisors, and administrators.
Growth	Seeks out and participates in professional learning opportunities beyond expectations.	Participates in professional learning opportunities, as appropriate.	Participation in professional learning is minimal.	Does not participate in professional learning.
Self-Reflect	Consistently demonstrates the ability to self-reflect in a deep and meaningful manner about teaching practice and steps needed to improve.	Demonstrates ability to self-reflect in a meaningful manner to improve teaching practice.	Demonstrates some ability to self-reflect in a manner meaningful and may have limited ability to identify steps to improve teaching practice.	There is little to no evidence of meaningful self-reflection and ability to identify steps to improve teaching practice.