



TLS 593a – Field Experience in Secondary School

Teach Arizona Program

Tucson Supervising Instructor: Ms. Patricia Acosta
Contact Information: 66pacosta@arizona.edu, 520-248-0197
Office Hours: By appointment, via Zoom or in person
Statewide Supervising Instructor: Mr. Mike Lang
Contact Information: mglang@arizona.edu, 480-458-7745
Office Hours: By appointment, via Zoom

Catalog & Course Description

Field Experience in Secondary School is designed to introduce Teacher Candidates to teaching and working with secondary students in classroom and/or virtual (online) settings. During this semester, you will gain the clinical experience necessary to prepare you to become the lead teacher during spring semester student teaching. Under the guidance and supervision of a Mentor Teacher and a University Supervisor, Teacher Candidates have the opportunity to gradually assume the professional duties of a Teacher Candidate and, in the process, demonstrate skills and dispositions necessary to meet some of the national standards set for teachers:

- [*InTASC Standards*](#) (pp. 16-47)
- [*ISTE Technology Standards*](#) (pp. 5-6)

Course Objectives

By the end of the field experience, Teacher Candidate will have:

1. Progressed through the field experience Phase-In Plan that was developed with the Mentor Teacher & University Supervisor.
2. Prepared and submitted Weekly Self-Reflections on your progress.
3. Participated in ongoing conferences with the Mentor Teacher
4. Completed the mid/final evaluation and participated in mid/final conferences with the Mentor Teacher & University Supervisor
5. Collaborated with the Mentor Teacher on initial plans for spring student teaching

Expected Learner Outcomes

The Learner Outcomes are based upon the InTASC and ISTE Standards

The learner will be able to:	Standard
1. Observe how the Mentor Teacher provides instruction in classroom and/or online settings. Observe other teachers if possible. Take close, analytical field notes that are used to inform professional practice.	InTASC: 9b
2. Immerse oneself in a school community in order to support the mission and vision of the school while acting in a professional and ethical manner.	InTASC: 9a, 9f; 10c
3. Collaborate with their Mentor Teacher, other teachers at the school, and staff to develop instruction that achieves instructional goals for all students.	InTASC: 7e; 10a, 10b
4. Demonstrate respectful and positive interactions with students, recognizing their cultural backgrounds, and identifying unique learner attributes that can be incorporated into the design of instruction.	InTASC: 1a; 3a, 3e, 3f
5. Conduct oneself professionally and ethically according to the UA TPP Professional standards.	InTASC: 9
6. Designs unit and lesson plans that builds on learners' prior knowledge and experiences, and is aligned with curriculum goals and content standards	InTASC: 4, 5, 7
7. Assume responsibility for delivering instruction in the content area using a variety of instructional strategies including the use of technology when appropriate. Manage the instructional environment and use questioning strategies to achieve instructional goals for an entire class period almost daily.	InTASC: 3d; 4a, 4c, 4f, 4h; 5c, 5d, 8i
8. Use multiple types of formative and summative assessments during instruction	InTASC: 2c, 2d; 6a, 6b, 6c, 6e, 6g; 7a, 7d
9. Demonstrate initiative by collaborating with the Mentor Teacher to assume teacher duties and seek feedback that was used to modify practice.	InTASC: 9a
10. Use multiple forms of technology to communicate with parents and students; design, deliver, and assess instruction; and guide students in their use of technology for learning.	ISTE NETS-T: 1a, 1b, 1c, 1d; 2a, 2b, 2c, 2d; 3a, 3b, 3c, 3d; 4a, 4b, 4c, 4d

Professional Expectations

Per the expectations outlined in the [*UA Teacher Preparation Program Professional Standards for Teacher Preparation*](#), students are expected to follow the district, university and state standards of behavior while online or on the UA and school district campuses:

- State of Arizona Standards:
 - [*Arizona State Board of Education Professional Practices for Certificate Holders*](#) (pp. 2 &4)
 - [*Arizona State Board of Education Immoral and Unprofessional Conduct*](#)
 - [*Arizona Board of Education Code of Conduct*](#)
- The University of Arizona Standards:
 - [*Student Code of Conduct*](#)
 - [*Threatening Behavior Policy*](#)
 - [*Non-Discrimination and Anti-Harassment Policy*](#)
 - [*Academic Integrity Policy*](#)
 - [*U of A PPP Professional Expectations*](#)
- Your Assigned School District Standards:
 - District codes of conduct for faculty and staff. Faculty codes of conduct can be found in the faculty handbook at your assigned school(s). It is your responsibility to obtain these from your site and read them prior to starting.
- Professional Expectations for UA Teacher Candidates (see below)
 - maintain or exceed the minimum grade point average in their respective program
 - 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 on time and for the entire duration
 - in case of emergency or absence, provide timely notification to appropriate personnel
 - arrive fully prepared for scheduled classes and field experiences
 - look beyond oneself 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 with openness and a growth mindset
 - question and test assumptions about teaching and learning
 - maintain appropriate separation of personal and professional issues

- maintain or exceed the minimum grade point average in their respective programs
- be proactive in solving issues early through open communication with pertinent personnel
- review and utilize relevant materials and resources provided, including those available via our website and guidebook
- never invite or meet with a student outside of school events
- do not text, message, email, call, or use social media to communicate with students about any topic that is not directly school-related (and if school-related communications are necessary, include their parents/guardians)
- check voicemail and UArizona email daily, and respond appropriately within one business day to messages regarding program or field experiences
- maintain organized and up-to-date records/binder of field experience, which may include time card, lesson plans, phase-in schedule, observation notes, reflections, etc.
- 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
- promptly disclose to the program director if, at any time during my academic program, I become under investigation for engaging in behavior that, if true, would constitute a violation of University of Arizona policy, unprofessional/immoral conduct, and/or one or more of the criminal offenses as listed in the [*Arizona State Board of Education Professional Practices for Certificate Holders*](#) (pp. 2-4) or the [*Arizona State Board of Education Immoral and Unprofessional Conduct*](#). (Note: If you are unsure whether you need to make a disclosure, you should contact the program coordinator/director. Making a disclosure may, but does not necessarily, result in a denied application or removal from a student-teacher placement.)

Adherence to Standards

Successful completion of the professional preparation program is dependent upon a student's ability to meet academic and behavior standards. If a student's performance raises concerns about their ability to complete the program, UA program personnel will follow the [*Due Process Flow Chart*](#) and may initiate a [*Performance Concern Form*](#). Depending on the severity of the issue, the student may be placed on a [*Professional Growth Plan*](#) which identifies steps for remediation, provides support, and establishes expectations to be met within a given timeline. Possible consequences for not meeting the expectations in the *Professional Growth Plan* include:

- Placed on extended PGP and/or probationary status
- Withdraws from course. May be allowed to re-take course in future.
- Fails course (as determined by instructor). May be allowed to re-take course in future.
- Student withdraws from program with possibility of readmission to that program. Student must reapply.
- Student withdraws from program with no option to be readmitted to that program.
- For Undergraduate Students: Recommendation to College Dean for dismissal from program, with notification to UA Dean of Students.
- For Graduate Students: Recommendation to UA Graduate College for dismissal from program, with notification to College Dean.

* Note: Severe violations may lead directly to consequences listed above in lieu of a *Professional Growth Plan*.

Policy regarding second placements: 1) The program will attempt to secure a second placement if deemed appropriate; 2) There is no guarantee a second placement can be secured; 3.) If the student is on a *Professional Growth Plan*, then the PGP will be shared with the new placement; 4.) If the student is on a *Professional Growth Plan*, the second placement is the final placement.

Grading Policy

Evaluation Instruments: The fall field internship is a cumulative, cohesive experience designed to prepare the Teacher Candidate for spring student teaching. The course grade will be based upon fulfillment of field experience responsibilities (delineated in the next section). You will be formally reviewed using the following evaluation instruments:

- **TLS 593a Field Experience Midterm Evaluation**
- **TLS 593a Field Experience Final Evaluation**

These instruments and rubrics can be found at the end of this syllabus. They are also posted on the Teach Arizona Resource Webpage. ***This is the benchmark assessment for the course. You must pass the benchmark to pass TLS 593a. A passing grade is defined as a score of “2” or above (across all categories) on the grading rubric.*** The course instructor will consider the recommendation of the University Supervisor when assigning the grade. The course is graded on a pass/fail basis.

Evaluation Conferences: The University Supervisors will visit the school site every two weeks to ensure that the Teacher Candidate is assuming responsibilities per the Phase-In Plan, the Teacher Candidate is spending the required amount of time at the internship site each day, the Teacher Candidate and Mentor Teacher are conferencing on a regular basis, and the Teacher Candidate and Mentor Teacher have open lines of communication and are receptive to each other’s comments. On at least four occasions during those bi-weekly visits, the University Supervisor will observe the Teacher Candidate as they interact with students. UA University Supervisors will conduct TWO evaluation conferences with the Teacher Candidate and Mentor Teacher:

1. A midterm conference in October to discuss the Teacher Candidate’s formative progress and complete the TLS 593a Field Experience Midterm Evaluation.
2. A final conference in December to complete the TLS 593a Field Experience Final Evaluation and determine if the Teacher Candidate is ready to student teaching in the spring semester.

Required Documentation: Teach Candidates must complete the following as documentation of their ability to meet the requirements outlined in the evaluation instruments:

1. Weekly Self-Reflections (submitted by 11:30pm each Friday)
2. A self-assessment of how they should be evaluated on the TLS 593a Field Experience Midterm
3. A self- assessment of how they should be evaluated on the TLS 593a Field Experience Final

Field Experience Responsibilities

Required Hours During the Fall Semester:

Teacher Candidates are expected to spend approximately four hours each day engaged in activities related to the field experience. For Tucson students, these four hours must be completed at times that do not conflict with UA courses -- **arrive 15 minutes prior to the beginning of first period and stay until approximately 11:30am.**

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. Teacher candidates should notify the Mentor Teacher, the University Supervisor, and Ms. Acosta or Mr. Lang about absences in the field internship in advance if possible. All missed field experience hours must be made up.

During the fall semester, the Teacher Candidates will follow the school district calendar for internship holidays, as well as for the start and end dates of the internship.

Required Duties During the Fall Semester:

The Teacher Candidate and Mentor Teacher will select **two** periods that the Teacher Candidate will eventually student teach in the spring. During the fall semester, Teacher Candidates should gradually assume some management, planning and teaching duties for those two classes. The semester may begin with observation, but Teacher Candidates should be **actively involved during the Fall internship**, taking on duties so they are effectively team-planning and team-teaching with the Mentor Teacher by November/December.

At the start of the school year, in collaboration with the University Supervisor, the Mentor Teacher and Teacher Candidate will develop a **Phase-In Plan** delineating their field experience duties throughout the semester. The University Supervisor will oversee the implementation of the Phase-in Plan through observations and meetings with the Teacher Candidate and Mentor Teacher during the fall semester.

Review the Midterm and Final Evaluation carefully to understand exactly what you will be expected to have accomplished by the midpoint (October) and the end (December) of the semester. Your **Phase-In** schedule should ensure that the tasks are completed by those deadline evaluations. Below are some suggested tasks Teacher Candidates should complete as the fall semester progresses.

Introductory Tasks

- Participate in faculty training sessions re: campus safety and health protocols
- Become acquainted with school faculty, staff, administration
- Obtain a copy and review the Faculty/Student Handbook and become acquainted with district/school rules and expectations
- Obtain a copy and review the school/district's emergency procedures (e.g., lockdowns, fire drills, evacuations)
- Assist the Mentor Teacher in designing and establishing classroom norms and procedures
- Review course syllabus, textbooks and teaching resources
- Participate with the Mentor Teacher in any initial meetings with students and parents
- Develop relationships with and among students to build a classroom community
- Become acquainted with the learning needs of your students (504, IEP, etc.)
- Support K-12 students' social emotional health as modeled by the Mentor Teacher
- Observe and take field notes as Mentor Teacher leads virtual learning sessions
- Observe other teachers who model effective teaching
- Take and post attendance
- Review Mentor Teacher's unit and lesson plans
- Plan collaboratively with your mentor
- Observe the Mentor Teacher conduct a discipline conference or parent phone call (as appropriate)
- Grade some papers/tests and record grades (ONLY for the two classes to which you are assigned)
- Complete paperwork re: tardies, referrals, etc.

More Advanced Tasks

- Assist students during seatwork, lab work, group work, etc.
- Teach small segments of lessons and increase instructional duties over the course of the semester
- Locate and create lesson materials such as handouts, quizzes, labs, etc.
- Create units and lesson plans with the assistance of your Mentor Teacher
- Begin to take on some management and discipline tasks
- Participate in the completion of progress reports, quarter grades, etc.
- Plan and record a lesson during (in conjunction with the benchmark assignment in your Content Methods course)

By the End of the Semester

- Plan and teach substantial portions of the units and lessons
- Take on increased responsibility for grading student work
- Address management and discipline issues when you are leading instruction
- Prepare a unit plan for the first unit to be taught in January, as well as the first week of lesson plans
- Prepare the Expectancy Sheet you will distribute to students in January (in conjunction with your TLS 546 course)

During the other hours of the four-hour daily internship experience, Teacher Candidates should:

- Conference with their Mentor Teacher
- Observe the Mentor Teacher teach other classes
- Observe numerous other teachers around the school
- Complete the non-teaching tasks listed above
- Please note: TLS 593a internship hours are **not** to be used to complete other university coursework.

Textbook:

There is no required textbook.

Course Policies

Site Procedures

- Follow the site school's safety protocols related to COVID-19, lock downs, etc.
- Follow the site school's procedures for student teachers re: signing in, faculty ID badges, parking, etc. when allowed on campus
- Acquaint yourself and follow the school's Code of Conduct for faculty
- Always wear your 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 class 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 course 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.

TLS 593a Field Experience Midterm Evaluation

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

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

I. IMMERSION INTO SCHOOL/DISTRICT

	Midterm
Observed Mentor Teacher: The Teacher Candidate conducted close, analytical observations of the Mentor Teacher.	
Observed Other Teachers: The Teacher Candidate conducted numerous observations of other teachers at their assigned school and at other school sites if and when permitted to do so.	
Reviewed District and School Policies and Procedures: The Teacher Candidate reviewed district and school handbooks outlining required rules, expectations, policies and procedures.	
Became Acquainted with Faculty and Staff: The Teacher Candidate made a concerted effort to become acquainted with faculty and staff.	
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

	Midterm
Became Acquainted with Classroom Rules and Procedures: The Teacher Candidate made a concerted effort to become acquainted with the Mentor Teachers classroom expectations, rules and procedures.	
Participated in Beginning-of-the-Year Activities with Students and Parents: The Teacher Candidate participated with the Mentor Teacher in activities designed to develop relationships and establish classroom expectations with students and parents.	
Learned About the Students: The Teacher Candidate made a concerted effort to learn as much about the students as possible.	
Established Authority and Developed Positive Relationships with Students: The Teacher Candidate conducted themselves with authority and fostered positive and respectful interactions with and among students.	
Conducted Classroom Management Tasks: The Teacher Candidate assisted the Mentor Teacher in completing required classroom management paperwork.	
Observed Classroom Management Interactions with Students and Parents: The Teacher Candidate observed and analyzed the Mentor Teacher's discipline interactions with students and parents.	

III. PLANNING/CONTENT KNOWLEDGE	Midterm
Reviewed the Course Curriculum: The Teacher Candidate closely reviewed the course curriculum and calendar of topics to be covered.	
Reviewed Plans and Teaching Materials: The Teacher Candidate closely reviewed the Mentor Teacher's past unit and lesson plans, as well as existing learning activities and resources.	
Planned Collaboratively with Mentor Teacher: The Teacher Candidate and Mentor Teacher consistently discussed and developed ideas for unit and lesson plans.	
Practiced Planning their own Lesson Segments/Lesson Plans: The Teacher Candidate developed lesson segments/lesson plans with the Mentor Teacher's assistance.	
Demonstrated Strong Content Knowledge: The Teacher Candidate had an accurate and thorough grasp of the content.	

IV. INSTRUCTION/ASSESSMENT	Midterm
Regularly Assisted Students during Instruction: The Teacher Candidate consistently assisted students during instructional activities such as labs, seatwork, groupwork, etc.	
Regularly Assisted with Teaching Duties: By the midpoint of the semester, the Teacher Candidate was regularly assisting with duties such as taking and posting attendance, grading assignments, and posting grades for their two classes.	
Regularly Assisted with Development of Instructional and Assessment Materials: The Teacher Candidate worked with Mentor Teacher to develop instructional materials and assessments to be used in the classroom lessons.	
Regularly Teaching Lesson Segments: By the midpoint of the semester, the Teacher Candidate was teaching segments of the lesson on a daily or nearly daily basis.	

V. PROFESSIONALISM	Midterm
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 Midterm 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 protected the privacy rights of students at all times.	
Submitted Thorough and Timely Weekly Self-Reflections: The Teacher Candidate consistently submitted thorough Weekly Self-Reflections to their University Supervisor on time each week.	
Demonstrated Initiative: The Teacher Candidate eagerly interacted with students and faculty, sought ways to be involved in planning/instruction.	

TLS 593a Field Experience Final Evaluation

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

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