Overview:
⇒ UTeach-LA student teachers (STs) must complete a field placement of 70 consecutive days per TEA requirement. STs may fulfill their placement days remotely and/or in-person in accordance with their CTs’ schedules and districts’ parameters.
  - The spring student teaching apprenticeship must conclude by or before May 6, 2022.
  - During the 70-day placement, STs must take full responsibility for at least two class periods (traditional or block)—including planning, teaching, managing, and grading—per TEA requirement. *UTLA allows STs to take responsibility for one or more additional classes after obtaining the University Instructor’s approval.
⇒ Cooperating teachers (CTs) will be included in all decision-making during the ST’s apprenticeship.
⇒ CTs and STs will abide by all policies and procedures stated in the UTeach-LA Cooperating Teacher and Student Teacher Handbooks throughout the 70-day placement.
  - This Pacing Guide aims to support both the CT and ST in this regard. Consult it regularly throughout the placement to stay on track for success.
  - The ST section of this guide starts below and runs to page 6; the CT section can be found on pages 7-9.
⇒ CTs will contact the University Instructor as soon as possible with any questions or concerns regarding their ST’s performance or professionalism while in the field.

*Prior to the end of your 640 semester, the student teacher (ST) will...
☐ Establish a “semester opening” cohort meeting date in January with the University Instructor, add this date to their calendar, and make arrangements to attend. *Field Supervisors will be in attendance as well.
☐ Complete the required criminal background check or system profile update for the placement district.
☐ Contact the CT to determine and plan for the placement start date (relevant dates to discuss below).
  - Communicate your specific start date to the University Instructor at the earliest convenience.
  - The campus administration’s approval is required in order to begin the placement in advance of the district orientation date. *(Please refer to the “UTL360 Intro Letter, Sp22” for a list of these dates.)*
  - The DocuSign Early Start Approval form is available on the UTeach-LA website for the ST to initiate; both the CT and the CT’s administrator ultimately will receive and sign the document.

<table>
<thead>
<tr>
<th>School District</th>
<th>Professional Development/ Teacher Prep Days</th>
<th>First Day of School for Students</th>
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<tbody>
<tr>
<td>Austin</td>
<td>01/04</td>
<td>01/05</td>
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<tr>
<td>Del Valle</td>
<td>01/03</td>
<td>01/04</td>
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<tr>
<td>Dripping Springs</td>
<td>01/03-04</td>
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<tr>
<td>Georgetown</td>
<td>01/03-04</td>
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<tr>
<td>Leander</td>
<td>01/03</td>
<td>01/04</td>
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<tr>
<td>Pflugerville</td>
<td>01/03-04</td>
<td>01/05</td>
</tr>
<tr>
<td>Round Rock</td>
<td>01/03-04</td>
<td>01/05</td>
</tr>
</tbody>
</table>

*Prior to the start of the placement, the student teacher (ST) will...
☐ Follow-up with the CT in early January to re-confirm the placement start date. *Any change to the start date must be communicated to the University Instructor as soon as possible.
☐ Review the policies and procedures stated in the UTeach-LA Student Teacher Handbook; share related questions or concerns to the UTLA professor’s attending at the curricular cohort meeting in January.

During the specified days of the placement, the student teacher (ST) will...

**Days 1-5**
☐ Begin on the identified placement start date; confirm for the UTL Instructor that they have done so.
Determine the precise end date with the CT and submit Anticipated Student Teaching Placement form documenting this information in Canvas. Review the district calendar closely to identify all scheduled student/staff holidays and bad weather make up days when calculating this 70-day timeline.

*Campus/district professional development days attended DO count toward the requirement.

☐ Attend the January “semester opening” cohort meeting as scheduled. *Field Supervisors will be in attendance as well.

☐ Attend January Professional Development days as requested by the CT / permitted by the campus principal.

☐ Begin the daily practice of arriving promptly at the time scheduled with the CT, turning off and putting away all unnecessary devices upon entering the CT’s physical classroom, and writing down pertinent info provided by the CT.

☐ Keep track of their field placement days spent on campus and any meetings/workshops attended online.

☐ Review the list of student names in the CT’s classes. Begin learning their names, especially for those students in classes the ST will take over.

☐ Review the campus handbook. Learn about the daily schedule, discipline policies, and emergency procedures (fire drill, tornado alert, etc.). Discuss with the CT any questions or concerns about info described therein.

☐ Observe the CT and assist with organizing and managing materials per their direction.

☐ Offer to assist the CT with
  1. preparing lesson plans and materials for in-person or online delivery,
  2. working with students in need of extra help or enrichment, as needed, and
  3. assisting with attendance and/or recording grades, if permissible.

☐ Begin reading the curriculum materials provided and texts assigned by the CT, especially those the ST will be responsible for teaching.
   - Ask for clarification or additional guidance when the ST does not feel knowledgeable about the content.
   - Research to find new materials to enrich these units as directed and/or desired.

☐ If physically reporting to campus,
   - Begin the daily practice of staying approximately 30 minutes after the last class ends. *The exception being Thursdays due to UTL 360 seminars, beginning 1/20.
   - Locate the library. Learn the policies and procedures, especially those that enable teachers to check out books and equipment. Hint: Ask about the campus or department professional library as well.

☐ Find out what the ST’s responsibilities are if the CT is absent and a substitute teacher will be present.

☐ Review the 4-observation process with the CT, indicating the need for two three-way, post-observation debrief meetings—the formative and the summative. *Note: If the CT is new to the UTeach-LA program, they may also be asked to meet briefly with the field supervisor early in the semester.

☐ Attend Thursday evening seminars (in-person or virtually as directed) throughout the semester, beginning on January 20th.

Days 6-10 (along with any unfinished responsibilities noted above)

☐ Continue to assist the CT with preparing lesson plans/materials for in-person or online delivery, working with students needing extra help or enrichment, and taking attendance and/or recording grades if allowed.

☐ If the ST has already attended their district’s student teacher orientation,
   - Begin conducting short, in-person or synchronous lesson activities with the two or more class periods the ST will likely take over.
     a. Use structured activities that need no extensive planning (e.g., an engagement or warm-up, short quiz, or closing activity).
     b. The CT will remain present in the physical classroom and/or visible in the virtual classroom.
   - With the CT’s permission and guidance, conduct a class discussion/activity using the CT’s plans and incorporate effective verbal-interaction strategies (e.g., using students’ names; using clear enunciation and/or projecting your voice; showing interest and energy through facial expression and body language such as nodding, smiling, moving around the classroom if teaching in person; encouraging responses with specific positive feedback and courtesy; providing closure with a few summative statements).

☐ Establish email contact with the UT field supervisor (FS). *Include the University Instructor and CT via CC.
   - Inform the FS of the CT’s class schedule and which class periods the ST will likely take over; be specific about class meeting times, block scheduling, etc.
- Schedule the FS’s first observation to fall between placement days 15 and 20—no later than day 20. *Plan ahead to ensure that there are at least 7-10 school days between the FS’s first observation and the second, formative observation when scheduling this observation.
- Provide a couple of tentative dates and times for the FS’s second observation and three-way formative evaluation meeting that work for both the CT and the ST. *The formative evaluation must take place by day 35 in the placement, and the CT, the ST, and the FS must all be in attendance.

☐ Continue reading/researching the spring curriculum materials provided and texts assigned by the CT.
☐ Plan the ST’s first full lesson for delivery on day 10, 11, or 12*—if this lesson must be implemented as a hybrid or remote lesson, include both synchronous and asynchronous components per the placement district’s expectations for online learning. To ensure that you have time for needed revisions, always have written plans ready for the CT’s review at least 24 hours in advance. *If the ST will not yet have attended the district’s student teacher orientation by day 10, adjust this expectation accordingly.
☐ Create or research and find some supportive instructional materials to enrich the upcoming lessons the ST will teach during the current or in the next unit (e.g., a video or iMovie clip, infographic or bulletin board, digital presentation, complementary newspaper or e-zine articles, etc.).
☐ Determine the unit topic with the CT’s guidance, and begin actively working on the 360 Unit Plan first draft. *Focus on the unit that most neatly and completely fits within days 20 and 60.
☐ Attend Thursday evening seminars—in-person or remotely as directed—throughout the semester.

**Days 11-15**

☐ From this point forward, continue
  - drafting upcoming lesson plans and materials for the appropriate learning format at least 24 hours in advance for the CT’s review,
  - reading/researching and preparing for the next unit accordingly, and
  - actively working on your 360 Unit Plan first draft.

☐ By the end of this week (if not sooner), take full responsibility for one class—planning, teaching, managing, and grading.
  - The ST may pick up a second class at this time if the CT feels the ST is ready and the ST will be using the same lesson plan for both classes.

☐ If possible and safe to do so, attend an extracurricular activity that involves one or more of the ST’s students (e.g., a virtual club meeting or performance, an in-person practice or competition, etc.). *If you cannot do so during this time, aim to do so by day 25.

**Days 16-25 (along with the responsibilities noted above)**

☐ Construct, administer, and grade informal and/or formal assessments, if the ST has not yet done so.

☐ Take full responsibility for a second class by day 20 if you have yet to do so.
  - If the ST and CT have determined that the ST will teach three classes of the same prep, inform the University Instructor and begin working with the third class at this time as well.

☐ Participate in your
  - CT’s first formally documented observation and post-observation debrief by no later than day 18 and at least two days before your FS’s first observation.
    - Remember to initiate and populate the header section in the electronic observation document in advance of the scheduled observation. Your CT will use said form to record the observation. [You will NOT need to initiate forms when your FS observes you, though.]
    - You can find the form here under “UTLA 360 Observation Forms for Cooperating Teachers – DocuSign.” *Be sure to choose the form labeled with your UTL professor’s name in the parentheses.
  - FS’s first observation and post-observation debrief by no later than day 20.

☐ Following these early formal observations, check your email and sign the electronic DocuSign forms to complete the CT’s and FS’s observation forms.

☐ Confirm your tentatively scheduled formative observation and subsequent three-way evaluation meeting with the FS and CT. Reminder: At least 7-10 school days must fall between the FS’s first and second (formative) observation; the formative evaluation should be completed by 5:00PM on February 25th or day 35 of your field placement (whichever date will arrive first).
- Schedule the CT’s formally documented formative observation to occur 2-3 business days prior to the FS’s formative observation visit. This will give the CT sufficient time to complete the detailed formative observation document at least 1-2 days before the three-way meeting.
- Attend staff development or a faculty meeting, whether virtually or in person.
- Complete and submit your 360 Unit Plan first draft by or before February 21st at 6:00PM.

**Days 26-40 (along with any outstanding expectations listed above)**
- If possible and safe/permissible to do so, begin observing other excellent teachers in other subject areas, grades, and ability levels—aim for 30-45 minutes once per week.
- Download/print and complete the UTL 360 Formative Evaluation Form (see the second form listed) on your own in order to prepare for the FS’s second visit and following three-visit formal evaluation. Send your completed self-eval to the FS via email and submit it in Canvas at least 24 hours in advance of the scheduled meeting.
- Participate in your
  - CT’s second formally documented observation—the formative—and post-observation debrief by no later than day 33 and at least two days before your FS’s second, formative observation. Remember to initiate and populate the header section in the formative observation document in advance of the scheduled observation. You can find the form here—be sure to choose the correct version under the section titled “UTLA 360 Formative Assignment for Cooperating Teachers – DocuSign.”
  - FS’s second observation—the formative—and subsequent three-way evaluation meeting with the CT by February 25th or day 35 (whichever is first).
- Following these formative evaluation observations, check your email and sign the electronic DocuSign forms to complete the CT’s and FS’s evaluation forms.
- Schedule the FS’s third observation to fall between days 41 and 50 and, tentatively, the final observation and three-way summative evaluation meeting to fall between days 51 and 60. *Make sure that there are at least 7-10 school days between these two observations when scheduling.
  - Provide a couple of date ranges and times for the three-way summative evaluation meeting that work for both the CT and ST. *The summative evaluation must take place by 5:00PM on April 22nd or day 60 in the placement (whichever date occurs sooner), and the CT, the ST, and the FS must all be in attendance.

**Days 41-50 (along with any outstanding expectations listed above)**
- Participate in your
  - CT’s third formal observation and post-observation debrief at least two days in advance of your FS’s third observation. Remember to initiate the document in advance of the scheduled observation. As you did for the CT’s first formal observation, use the 360 Observation Form for Cooperating Teachers—look here.
  - FS’s third observation and post-observation debrief by day 50.
- Following this third round of formal observations, check your email and sign the electronic DocuSign forms to complete the CT’s and FS’s observation forms.
- Confirm your tentatively scheduled summative observation and subsequent three-way evaluation meeting with the FS and CT. Reminders:
  - At least 7-10 school days should fall between the FS’s third and fourth (summative) observation; the summative evaluation should be completed by no later than 5:00PM on April 22nd or day 60 (whichever date will arrive first).
  - The summative observation must be conducted before transitioning students back to the CT.
- Schedule the CT’s formally documented summative evaluation observation to occur 2-3 business prior to the FS’s summative observation visit, leaving the CT with sufficient time to complete the detailed document at least two days in advance of the final three-way meeting.
- If possible and safe to do so, attend another extracurricular activity that involves one or more of the ST’s students (e.g., a virtual club meeting or performance, an in-person practice or competition, etc.). *If you cannot do so during this time, make plans to do so by day 60.

**Days 51-60 (along with any outstanding expectations listed above)**
- Look ahead to the end of the placement and plan an orderly transition. *If teaching a unit of your own design, aim to complete instruction before you begin transitioning students back to the CT.
Download/print and complete the UTL 360 Summative Evaluation Form (last form listed) on your own to prepare for the FS’s final visit and following three-way meeting. Send your completed summative self-eval to the FS via email and submit it in Canvas at least 24 hours in advance of the scheduled meeting.

Participate in your
- CT’s final formal observation— the summative— and post-observation debrief by no later than day 58. Remember to initiate and populate the header section in the summative observation document in advance of the scheduled observation. You can find the form here— be sure to choose the correct version under the section titled “UTLA 360 Summative Assignment for Cooperating Teachers – DocuSign.”
- FS’s final, summative observation and subsequent three-way evaluation meeting with the CT by April 22nd or day 60 (whichever is first).

Following this fourth and final round of formal observations, check your email and sign the electronic DocuSign forms to complete the CT’s and FS’s observation forms.

**Days 61-70**

- Begin transitioning students back to the CT as early as day 61 if the ST’s UTL 360 Unit Plan has been fully implemented AND the summative evaluation meeting has taken place.
- Complete the transition of students back to the CT by no later than the end of day 67.
- Return all materials to the CT and campus.
- After confirming your records with those of your CT, complete and submit your electronic Attendance Documentation form via DocuSign on your last day in the field. You can find this form here (scroll to bottom).
- Write a thank you note (or email only if virtual) to the CT, to the principal, and to any other district employee who has been helpful. Rewards for this act will come down the road.

**QUICK REFERENCE** – Identify the calendar dates associated with the placement timeline ‘chunks’ above.

<table>
<thead>
<tr>
<th>Range of days</th>
<th>Equivalent Dates</th>
<th>Scheduled CT Observations</th>
<th>Scheduled FS Observations</th>
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</thead>
<tbody>
<tr>
<td>1-5</td>
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<td>6-10</td>
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<td>11-15</td>
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<tr>
<td>16-25</td>
<td>*1st observation must take place by or before day 18</td>
<td>*1st observation must take place by or before day 20</td>
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</tr>
<tr>
<td>Range of days</td>
<td>Equivalent Dates</td>
<td>Scheduled CT Observations</td>
<td>Scheduled FS Observations</td>
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<tr>
<td>26-40</td>
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<td>(always schedule at least 2 days before the ES's observation)</td>
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<td>*The 3-way Formative Eval meeting must take place by 5PM on 2/25 or day 35, whichever occurs first.</td>
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<td>41-50</td>
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<td>*3rd observation should take place by day 50</td>
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<td>51-60</td>
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<td>*The 3-way Summative Eval meeting must take place by 5PM on 4/22 or day 60, whichever's first.</td>
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<td>61-70</td>
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*********************************************************************************
*Prior to the start of the spring 2022 semester, the **cooperating teacher (CT)** will...

- Confirm with the ST the placement district/campus plan for reopening and the ST’s placement start date and precise end date, making sure that the ST has taken into account any scheduled student/staff holidays and bad weather make up days. The ST is charged with submitting this information via the “Anticipated Student Teaching Completion” form. *Campus or district professional development days attended DO count toward the ST’s required 70 days.
  - If the ST will begin the placement in advance of the district orientation date, campus administrator approval is required.
  - With the CT’s guidance, the ST will initiate and populate the DocuSign Early Start Approval form available on the UTeach-LA website in order to secure said approval; both the CT and the CT’s administrator ultimately will receive and sign the document. **Contact the ST or the UTLA professor for more information as needed.**
- Review the policies and procedures stated in the UTeach-LA Cooperating Teacher Handbook and contact the UTLA professor with any related questions or concerns.

**During the specified days of the placement, the cooperating teacher (CT) will...**

**Days 1-5**

- When physically reporting to the classroom, provide the ST with a place in the classroom where the ST may be stationed and keep their materials and personal items throughout the student teaching placement. In the case of remote attendance, ensure that the ST has the appropriate login credentials to access the online learning platform, along with meeting links for any staff development, faculty, department, or PLC meetings the ST is permitted to attend.
- Review the daily schedule, discipline expectations, procedures for dealing with issues, and campus emergency procedures (contingency plans in the event of a COVID-19 outbreak, fire drill, intruder on campus alert, etc.) with the ST. Also, clarify what the ST’s responsibilities are in the event that the CT is absent and a substitute teacher will be present.
- Show the ST where they may find and how to use any teacher “tools” that are available to them in the physical and/or virtual learning environment, including the use and care of classroom or campus technology and materials. Discuss the policies for accessing and using said tools with the ST.
- Share with the ST and provide an overview of the semester units and curriculum goals for the course(s) they will teach during the 70-day placement, along with all supporting district curriculum documents or teacher guides for said course(s) as applicable.
- Discuss with the ST the 4-observation process for the CT and for the Field Supervisor (FS), including the post-observation debrief meetings between the ST, CT, and FS that must follow the FS’s formative (2nd) and summative (4th) observations.
  - The FS’s first observation should occur between days 15 and 20. Once this observation date is set, schedule the CT’s first formally documented observation to occur 2-3 days earlier because this input is more beneficial when provided prior to the FS’s first visit. *If the ST will not yet have attended the district’s student teacher orientation by day 20, advise the ST to notify the UTLA professor.*
  - Both the CT’s and the FS’s formative observations and three-way evaluation meeting must take place by 5:00PM on February 25th or day 35—whichever will arrive first.
  - The FS will observe the student for the third time between days 41 and 50. The CT’s third formal observation must occur 2-3 days prior to the FS’s third observation.
  - Both the CT’s and the FS’s summative observations and three-way evaluation meeting must take place by 5:00PM on April 22nd or day 60—whichever is earlier.

*Note: CTs new to the UTeach-LA program can request a brief meeting with the FS early in the semester to clarify questions and set up a tentative schedule.*

**Days 6-10**

- Support the ST in conducting
  - 5- to 15-minute structured synchronous lesson activities (e.g., an engagement or warm-up, short quiz, or closing activity) in the two or more class periods the ST is likely take over as long as the ST has attended
the district’s student teacher orientation. *Remain present in the physical classroom and/or visible in the virtual classroom.

- a class discussion using your plans/materials as long as the ST has attended the district’s student teacher orientation. *Again, remain visible/present.
  a. Provide pre-lesson guidance for incorporating effective discussion strategies, esp. in the virtual setting if teaching remotely.
  b. Take informal notes and debrief post-lesson to help the ST reflect on his/her performance and set goals for facilitating similar upcoming class discussions.

☐ Work with the ST to determine their 360 Unit Plan topic* and provide supportive input or material that will effectively initiate their design process. *The ST should focus on a unit that neatly and completely fits within days 20 and 60 of their placement.

☐ Review and provide affirmative and constructive feedback on the ST’s first full lesson plan for delivery on day 11 or 12.

☐ Look ahead with the ST to determine
  - 2-3 potential dates/times for the FS’s first observation (between days 15 and 20—day 20 at the latest) and
  - 2-3 possible dates/times for the FS’s formative observation and corresponding three-way formative evaluation meeting (by 2/25 or day 35) that will work for both the CT and ST.

☐ Schedule the CT’s first formally documented observation (between days 15 and 18 and at least 2 days prior to the FS’s first observation). *Again, if the ST will not yet have attended the district’s student teacher orientation by day 20, advise the ST to notify the UTLA professor.

Days 11-15

☐ Continue to review and provide affirmative and constructive feedback on the ST’s lesson plans and materials in advance of their implementation.

☐ Observe and take informal notes during delivery of the ST’s first two-three full lessons and debrief post-lesson to help the ST reflect on his/her performance—in the asynchronous and/or synchronous modes when delivering remote instruction—and make adjustments between teaches.

☐ Offer supportive suggestions and constructive feedback to the ST as they draft their 360 Unit Plan.

Days 16-25

☐ Begin physically leaving the classroom or muting and turning your video camera off during the class periods for which the ST has taken responsibility in order to support the ST’s growth in class management and transition students into more fully relying on the ST for instruction. *School districts’ expectations for their CTs’ monitoring of STs’ work with students take precedence, of course.
  - Start by being “away” for just 20-30% of the class period and build up to staying out of the room for 75-100% of the time.
  - If the ST has not demonstrated that they are prepared to lead their assigned class periods independently for at least 75% of the period by day 25, inform the UTLA professor of this issue and please provide specific information as to the nature of the delay.

☐ Use the UTL 360 Observation Form initiated in DocuSign by the ST to formally observe and evaluate the ST while teaching a lesson at least two days before the FS’s first visit (and no later than day 18). *See a sample of this form here (first item listed).
  - Debrief with the ST one-on-one following the observation, making sure to speak to the strengths and areas of needed improvement (remember to address both asynchronous and synchronous delivery if the ST is teaching remotely).
  - Once the completed form is submitted, both the ST and UTLA professor will receive an electronic copy.

☐ Offer supportive suggestions and constructive feedback as the ST continues fleshing out their 360 Unit Plan.

Days 26-40

☐ Observe and formally evaluate the ST in action for the second time by day 33 and at least two days prior to the FS’s second observation, this time using the UTL 360 Formative Evaluation Form. As with the first formal observation, the ST will initiate this form in DocuSign. *See a sample of this form here (second item listed).
As before, debrief with the ST one-on-one afterward; the ST will receive an electronic copy upon the CT’s submission of the form.

This second, formative observation will prepare the CT for the previously scheduled three-way meeting that follows the FS’s second observation. The content of both the CT’s and FS’s formative evaluation will be referenced during the discussion.

- Participate in the three-way formative evaluation meeting following the FS’s second observation visit. Before concluding the discussion, suggest to the ST and FS a couple of tentative dates and times for the second three-way meeting following the final, summative observation. *The summative evaluation must take place by day 60 of the placement.

- If possible and safe/permissible to do so, assist the ST in making arrangements to observe other excellent teachers in other subject areas, grades, and ability levels for 30-45 minutes each week during a time when the ST is not scheduled to observe the CT or teach their classes.

**Days 41-50 (along with any outstanding expectations listed above)**

- Confirm the FS’s tentatively scheduled third and fourth (summative) observations and final three-way evaluation meeting with the FS and ST. *The summative observation must be conducted before transitioning students back to the CT.

- In accordance with the previously stated guidelines, observe and formally evaluate the ST while teaching at least two days prior to the FS’s third observation. Use the UTL 360 Observation Form initiated in DocuSign by the ST.

**Days 51-60 (along with any outstanding expectations listed above)**

- In accordance with the previously stated guidelines, observe and formally evaluate the ST while teaching at least two days prior to the FS’s fourth, summative observation AND no later than day 58. This time, use the UTL 360 Summative Evaluation Form. *See a sample of this form [here](#).

  This fourth, summative observation will prepare the CT for the previously scheduled three-way meeting that follows the FS’s final observation. The content of both the CT’s and FS’s formative evaluation will be referenced during the discussion.

- Participate in the three-way summative evaluation meeting with the FS following the FS’s summative observation.

- After the summative evaluation meeting has taken place, begin slowly coming back into the physical and/or virtual classroom during the ST’s class periods in order to begin transitioning students back to relying fully on the CT. *If the ST is finishing a unit of his/her own design, aim to wait for the unit’s conclusion to begin this transition.

**Days 61-70**

- Work with the ST to
  - transition students back to the CT in full by or before the end of day 67, and
  - confirm that his/her attendance records align with yours.

- Complete and sign the electronic Attendance Documentation via DocuSign (initiated by the ST) on the ST’s last day in the field.