Field Placement Pacing Guide for UTLA Student Teachers, Spring 2021

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 7, 2021**.
  - 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.
    ▪ TEA will recognize spring STs’ delivery of both asynchronous and synchronous instruction when placed in districts offering online learning due to the COVID-19 pandemic.
    ▪ UTLA allows STs to take responsibility for a third class (or more) 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, including conducting and documenting at least four observations of the ST while at work in the classroom.
  - 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 5; the **CT section** can be found on pages 6-8.
⇒ 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 the 640 semester, the **student teacher (ST)** will...*
- Complete the required criminal background check or system profile update for the placement district.
- Initiate contact with the CT to determine and plan for the placement start date with the CT and University Instructor.
  - Administrator approval is required in order to begin the placement in advance of the district orientation date.
  - Complete the “Student Teacher Early Start Approval” e-form to secure said approval; [this DocuSign form](#) must be initiated and completed by the ST with the CT’s direction. **Consult the instructions provided by the University Instructor to both the ST and CT in early December.**
- Confirm with the CT the placement district/campus plan for reopening school in the spring.

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

**Days 1-5**
- Attend Professional Development days as requested by the CT / permitted by the campus principal.
- Begin the daily practice of arriving or logging on promptly at the time scheduled with the CT, turning off and putting away all unnecessary devices upon entering the CT’s physical or virtual classroom, and writing down pertinent info provided by the CT.
- Confirm the placement start date and precise end date with the CT and submit the **Anticipated Student Teaching Completion** form documenting this information in Canvas (sent via email and available in a Canvas assignment).
- Complete and submit the **Sp2021 Placement Checkpoint Dates** Google form—link also provided in Canvas assignment. **Remember to review the district calendar to determine when student/staff holidays and bad weather make up days are scheduled when calculating the 70 days.** *Campus/district professional development days DO count toward the requirement.*
- Establish a method for keeping track of their field placement days / time spent on campus and/or 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
- preparing lesson plans and materials for (a)synchronous delivery,
- working with students in need of extra help or enrichment, as needed, and
- 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 January 21st.
- 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 and discuss 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 request a brief meeting with the field supervisor early in the semester to clarify questions and set schedules.

Attend Thursday evening virtual seminars throughout the semester, beginning January 21st.

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

Continue to assist the CT with preparing lesson plans/materials for (a)synchronous or in-person 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, 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 visible in the virtual classroom and/or present in the physical 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 days 16 and 25.** *Plan ahead to ensure that there are at least 7-10 school days between the FS’s first observation and the formative observation when scheduling this observation.
- Provide a couple of tentative dates and times for the 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 11 or 12*—potentially including 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 or 11, adjust this expectation accordingly.

- **Schedule the CT’s first formally documented observation to occur between days 16 and 20.** When scheduling, make sure that this takes place prior to the FS’s first observation. *Again, if the ST will not yet have attended the district’s student teacher orientation by day 15, 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, PowerPoint 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 25 and 65.

- Attend Thursday evening virtual seminars throughout the semester.

### Days 11-15

- From this point forward, continue
  - drafting upcoming lesson plans and materials for the appropriate learning format at least 24-48 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 30.

### 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 day 20.
    - 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 can find the form [here](#) under “UTL 360 Observation Forms – DocuSign.”
  - FS’s first observation and post-observation debrief by day 25.

- 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 day 35 of your field placement.

- **Schedule the CT’s formally documented formative observation to occur 2-3 business prior to the FS’s formative observation visit.** This will give the CT sufficient time to complete the detailed formative observation document at least a day 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 22nd 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](#) on your own to prepare for the FS’s second visit and following three-way meeting. Send this to the FS via email and submit it in Canvas 48 hours in advance of the scheduled meeting.

- Participate in your
- CT’s second formally documented observation—*the formative*—and post-observation debrief by day 33. 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.
- FS’s second observation—*the formative*—and subsequent three-way evaluation meeting with the CT by day 35.

☐ 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 65. *Make sure that there are at least 7-10 school days between these two observations when scheduling.
- Provide a couple of tentative dates and times for the three-way summative evaluation meeting that work for both the CT and ST. *The summative evaluation must take place by day 65 in the placement, and the CT, the ST, and the FS must all be in attendance.

☐ Schedule the CT’s third formally documented observation to occur between days 41 and 50 and prior to the FS’s third observation.

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

☐ Participate in your
- CT’s third formal observation and post-observation debrief by day 50. *Remember to initiate the document in advance of the scheduled observation. You can find it 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 day 65.
- 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 a sufficient amount of time to complete the detailed document at least a day before the 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 51-65 (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](#) on your own to prepare for the FS’s final visit and following three-way meeting. Send this to the FS via email and submit it in Canvas 48 hours in advance of the scheduled meeting.

☐ Participate in your
- CT’s final formal observation—*the summative*—and post-observation debrief by day 63. 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.
- FS’s final, summative observation and subsequent three-way evaluation meeting with the CT by day 65.

☐ 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.

☐ 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.

### Days 66-70

☐ Transition 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).

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12.08.20
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.

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12.08.20
Prior to the end of the fall 2020 semester, the cooperating teacher (CT) will...

- Confirm with the ST the placement district/campus plan for reopening schools this spring.
- Confirm 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.
  - The ST will initiate and populate the Student Teacher Early Start Approval DocuSign form with your guidance in order to secure said approval. Consult the detailed instructions provided to the ST and CT by the University Instructor via email in early December.

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

**Days 1-5**

- Provide the ST with 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. If/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.
- Review the daily schedule, discipline expectations, the 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 virtual learning environment and, as applicable, physically on campus, 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 16 and 25. With this in mind, schedule the CT’s first formally documented observation to occur between days 16 and 20 because it should take place prior to the FS’s first visit. If the ST will not yet have attended the district’s student teacher orientation by day 20, adjust this expectation accordingly.
  - Both the CT’s and the FS’s formative observations and three-way evaluation meeting must take place by day 35.
  - The FS will observe the student for the third time between days 41 and 50. The CT’s third formal observation should therefore occur between days 41 and 45, 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 day 65.
*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 visible in the virtual classroom and/or present in the physical 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 discussions.
- 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 a) 2-3 potential dates/times for the FS’s first observation (between days 16 and 25) and b) 2-3 possible dates/times for the FS’s formative observation and corresponding three-way formative evaluation meeting (by day 35) that will work for both the CT and ST.
- Schedule the CT’s first formally documented observation (between days 16 and 20 and 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, adjust this expectation accordingly.

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 on the ST’s 360 Unit Plan first draft.

Days 16-25
- Begin muting and turning your video camera off or physically leaving the classroom 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 University Instructor 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 between days 16 and 20. *See a sample of this form here.
  - Debrief with the ST one-on-one following the observation, making sure to speak to the strengths and areas of needed improvement in both asynchronous and synchronous delivery when teaching remotely.
  - Once the completed form is submitted, both the ST and University Instructor will receive an electronic copy.
- Offer supportive suggestions and constructive feedback as the ST continues fleshing out his/her 360 Unit Plan.
- Welcome the FS when they first visit your virtual classroom to conduct an observation.

Days 26-40
- Observe and formally evaluate the ST in action for the second time between days 26 and 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.
  - 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 65 of the placement.

12.08.20
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)**
- In accordance with the previously stated guidelines, observe and formally evaluate the ST while teaching between days 41 and 45. Use the UTL 360 Observation Form initiated in DocuSign by the ST.
- 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.

**Days 51-65 (along with any outstanding expectations listed above)**
- In accordance with the previously stated guidelines, observe and formally evaluate the ST while teaching between days 56 and 63 and at least two days prior to the FS’s fourth, summative observation. 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 virtual and/or physical 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 66-70**
- 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 form via DocuSign on the ST’s last day in the field.