



# TTE 593A – Field Experience in Secondary School

## Teach Arizona Program

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### Catalog & Course Description

Field Experience in Secondary School is designed to provide the clinical experience necessary to prepare teacher candidates for student teaching in grades 6-12.

Field Experience in Secondary School is designed to introduce Teacher Candidates to teaching and working in secondary classrooms. Under the guidance and supervision of a Supervising Practitioner and a Program Supervisor, Teacher Candidates have the opportunity to gradually assume the professional duties of a student teacher and, in the process, demonstrate skills and dispositions necessary to meet some of the national standards set for teachers:

- The InTASC Standards: [http://www.ccsso.org/Documents/2011/InTASC\\_Model\\_Core\\_Teaching\\_Standards\\_2011.pdf](http://www.ccsso.org/Documents/2011/InTASC_Model_Core_Teaching_Standards_2011.pdf)
- The ISTE Standards Teachers: [http://www.iste.org/docs/pdfs/20-14\\_ISTE\\_Standards-T\\_PDF.pdf](http://www.iste.org/docs/pdfs/20-14_ISTE_Standards-T_PDF.pdf)

## Course Objectives

<b>The learner will be able to:</b>	<b>Standard</b>
1. Take close, analytic field notes that are used to inform their professional practice.	InTASC Standards: 9b
2. Immerse themselves in a school community in order to support the mission and vision of the school while acting in a professional and ethical manner.	InTASC Standards: 9a, 9f; 10c ISTE Standards Teachers 4a
3. Collaborate with their Supervising Practitioner, other teachers at the school and staff to develop instruction that achieves instructional goals for all students.	InTASC Standards: 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 Standards: 1a; 3a, 3e, 3f
5. Use multiple types of assessment data to design instruction that builds on learners' prior knowledge and experiences, is aligned with curriculum goals and content standards, and includes a variety of formative and summative assessments.	InTASC Standards: 2c,2d; 6a, 6b, 6c, 6e, 6g; 7a, 7d ISTE Standards Teachers: 2d
6. 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 Standards: 3d; 4a, 4c, 4f, 4h; 5c, 5d.; 8i ISTE Standards Teachers: 2a, 3d
7. Demonstrate initiative by collaborating with the mentor teacher to assume teacher duties and seek feedback that was used to modify practice.	InTASC Standards: 9a
8. 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 Standards Teachers: 1a, 1b, 1c, 1d; 2a, 2b, 2c, 2d; 3a, 3b, 3c, 3d; 4a, 4b, 4c, 4d

## **Department of Teaching, Learning and Sociocultural Studies 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.

## **Hours**

**Fall Semester:** Monday-Friday. Tucson Teacher Candidates should arrive 15 minutes prior to the beginning of first period and stay until approximately 11:30 am. Tucson Teacher Candidates will then travel to their afternoon UA classes at Flowing Wells High School. Teacher Candidates should arrive 15 minutes prior to the start of their first assigned class. UA Chandler Teacher Candidates are not limited to morning periods but are to remain at the school site for approximately four hours each day. UA Chandler Teacher Candidates will complete coursework online.

**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 supervising practitioner and Dr. Roth or Mr. Lang about teacher candidateship absences in advance if possible. All missed field experience hours must be made up.**

## **Dates**

**Fall Semester:** During this semester, the Teacher Candidates will follow the University of Arizona calendar for holidays as well as for the beginning and end dates of the field experience. Site observations will officially begin on August 22 and end on December 7. However, for school partner districts with year-round calendars, Check-In site observations may begin as early as the third or fourth week after the start of school.

Teacher Candidates are encouraged to attend as many beginning-of-the-year activities as possible prior to August 22, and they are encouraged to stay beyond December 7 depending upon their final exam schedules.

## **Grading Policy**

Field experience will be graded on a pass/fail basis. Grades will be based upon fulfillment of field experience hours, duties and course assignments. The determination will be made using the Field Experience Assessment Rubric. The instructors, acting upon the recommendation of the program supervisor, will assign the grade.

## **Field Experience Benchmark**

**Field Experience Responsibilities:** During the Fall Orientation session, in collaboration with the Program Directors, Supervising Practitioner and Program Supervisor, the Teacher Candidate will develop a Phase-In Plan delineating his/her field experience responsibilities.

The Program Supervisor will oversee the implementation of the Phase-in Plan through a minimum of four Check-In site observations and meetings with the Teacher Candidate and Supervising Practitioner during the fall semester.

Tucson Teacher Candidates will spend the entire morning at the school site. Chandler Teacher Candidates will spend four hours at the school site and are not limited to morning class periods. All Teacher Candidates will be assigned two class periods that they will ultimately student teach in the spring. Below is a description of their responsibilities during the two assigned periods, as well as suggestions for how the remainder of the morning should be spent.

**Assigned Class Periods:** The Teacher Candidate and Supervising Practitioner will select two periods that the Teacher Candidate will eventually student teach in the spring. As the fall semester progresses, Teacher Candidates should gradually assume some management, planning and teaching duties with those two classes, beginning with observation and evolving into a team-teaching situation with the Supervising Practitioner. The Phase-in Plan developed at orientation will guide this transition. Below are some suggested tasks teacher candidates should complete in the fall.

- Observe and take field notes
- Become acquainted with school faculty, staff, administration and school rules
- Take and post attendance
- Learn classroom rules, procedures, expectations
- Review course syllabus, textbook and teaching resources
- Become familiar with technology resources
- Review supervising practitioner's units and lesson plans
- Observe supervising practitioner conduct a discipline conference or parent contact
- Grade papers/tests and record grades in the grade book or on the computer
- Complete paperwork re: tardies, referrals, etc.
- Assist students during seatwork
- Teach segments of lessons
- Locate or create lesson materials such as handouts, quizzes, labs, etc.
- Create units and lesson plans
- Increase involvement with students during seat work
- Teach some lessons and post-conference with the Supervising Practitioner
- Videotape a lesson
- Begin to take on some management and discipline tasks
- Participate in the completion of progress reports, quarter grades, etc.
- Collect baseline data for the Data Literacy project
- Eventual team-planning, team-teaching, team-management with Supervising Practitioner

**Remainder of the Field Experience hours:** During this time, the Teacher Candidate should:

- Conference with the Supervising Practitioner
- Observe the Supervising Practitioner teach other classes
- Observe other teachers at the school site who model effective teaching
- Observe teachers at other school sites
- Assist students individually and in small groups
- Teacher candidateship hours are **not** to be used to complete other university coursework.

## **Field Experience Assessment**

The Field Experience Assessment Rubric (included at the end of this syllabus) will be used to assess the Teacher Candidate's implementation of the Phase-In Plan and readiness to assume student teaching responsibilities in the spring. The rubric is aligned with developmentally appropriate elements of the UA Student Teaching Assessment that will be used in the spring during student teaching. The program supervisor will complete the Field Experience Assessment Rubric in collaboration with the teacher candidate and supervising practitioner during a Pre-Student Teaching Conference to be held at the end of the fall semester.

Standards Addressed: InTASC 1, 2, 3, 4, 5, 6, 7, 8, 9, 10; ISTE Standards Teachers 1, 2, 3, 4

*This is a benchmark for the course. You must pass the benchmark to pass TTE 593A. A passing grade is defined as an average score of "2" or above (across all categories) on the grading rubric.*

## **Students with Disabilities**

If you anticipate issues related to the format or requirements of this course, please meet with me. I would like us to discuss ways to ensure your full participation in the course. If you determine that formal, disability-related accommodations are necessary, it is very important that you be registered with Disability Resources (621-3268; [drc.arizona.edu](http://drc.arizona.edu)) and notify me of your eligibility for reasonable accommodations. We can then plan how best to coordinate your accommodations.

## **Nondiscrimination and Anti-Harassment Policy**

The College of Education joins in the University of Arizona's commitment to an environment free of discrimination, harassment and retaliation based on race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, or other protected characteristics. If you have questions or concerns about possible discrimination or harassment, including in a field experience or any University-sponsored activity, please contact the University's Office of Institutional Equity, 520-621-9449, <http://equity.arizona.edu>.

## **University of Arizona Code of Conduct**

All University of Arizona students should be familiar with the UA Code of Conduct. The Dean of Students Office has developed information about policies, procedures, rights and responsibilities that should be followed by students. The UA Code of Conduct can be found at: <http://deanofstudents.arizona.edu/policiesandcodes>.

## **University of Arizona Code of Academic Integrity**

Students are expected to adhere to the Code of Academic Integrity which addresses issues such as: cheating, fabrication, facilitating academic dishonesty, and plagiarism. The Code of Academic Integrity can be found at: <http://deanofstudents.arizona.edu/codeofacademicintegrity>.

## **Expectations of Professionalism**

When you entered Teach Arizona you signed The University of Arizona UA TPP Professional Standards Student Contract in which you agreed to abide by the UA TPP standards. Please review the Teacher Candidate Standards which addresses professional roles and responsibilities. The Teacher Candidate Standards can be found at: [http://www.coe.arizona.edu/professional\\_standards](http://www.coe.arizona.edu/professional_standards)

Teacher Candidates are expected to conduct themselves with the professionalism of a regular school faculty member. Dress and behavior should be aligned with the professional standards and with the climate of the school.

To ensure the safety of teachers and students, schools have procedures regarding visitors. Teacher Candidates should adhere to policies regarding visitors on campus. They should also obtain appropriate faculty ID cards and parking passes.

The learning time of the students is the first priority, so Teacher Candidates should be careful not to disrupt instructional time. During the fall semester, Teacher Candidates will take field notes during classroom observations. The privacy of teachers and students must be protected. Accordingly, the full names of students and teachers will not be used in field notes, and notes should be kept secure at all times.

### TTE 593A Field Experience Assessment Rubric

**4 – Accomplished:** Teacher Candidate’s performance demonstrates clear, convincing and consistent evidence  
**3 – Proficient:** Teacher Candidate’s performance demonstrates considerable evidence  
**2 – Emergent:** Teacher Candidate’s performance demonstrates developing evidence  
**1 – Insufficient Evidence:** Teacher Candidate’s performance demonstrates little or no evidence

**Rubric Items are aligned with the following standards and assessments:** InTASC Standards (**InTASC**); UA TPP Professional Standards (**UA TPP**); ISTE Standards Teachers (**ISTE**); and the UA Student Teacher Assessment (**STA**)

Criteria	4 Points	3 Points	2 Points	1 Point	Rating
<b>Teacher Observations</b>  <b>InTASC</b> 9  <b>STA</b> 9.2	The teacher candidate conducted close, analytical observation of the mentor teacher, other teachers at the assigned school site and teachers at other schools. Observations were both within and outside the teacher candidates assigned grade level and content area. Observation notes were used to inform his/her practice.	The teacher candidate conducted close, analytical observation of the mentor teacher and other teachers at the assigned school site. Observations were both within and outside the teacher candidates assigned grade level and content area. Observation notes were used to inform his/her practice.	The teacher candidate primarily observed the mentor teacher and made little effort to observe other teachers. Few if any of the observations were outside grade level and assigned content area.	The teacher candidate observed the mentor teacher exclusively and made no effort to observe other teachers.	____ <b>Points</b>
<b>Immersion into the school community and culture</b>  <b>InTASC</b> 9, 10  <b>STA</b> 9.2, 10.1	The teacher candidate made a concerted effort to learn as much about the school culture as possible in order to support the mission and vision of the school. He/she made sincere attempts to become acquainted with faculty and staff members. The teacher candidate attended school events and participated in school/district professional development opportunities as time permitted.	The teacher candidate attempted to learn a significant amount about the school culture in order to support the mission and vision of the school. He/she became acquainted with some faculty and staff members. The teacher candidate attended school events and participated in school/district professional development opportunities as time permitted.	The teacher candidate attempted to learn a modest amount about the school culture. He/she became acquainted with some faculty and staff members. The teacher candidate attended few school events outside of teacher candidateship hours.	The teacher candidate made little attempt to learn about the school culture. He/she made little effort to become acquainted with faculty and staff members. The teacher candidate attended few if any school events outside of the teacher candidateship hours.	____ <b>Points</b>
<b>Criteria</b>	<b>4 Points</b>	<b>3 Points</b>	<b>2 Points</b>	<b>1 Point</b>	<b>Rating</b>

<p><b>Collaboration</b></p> <p><b>InTASC</b> 3, 7, 10</p> <p><b>STA</b> 3.1, 7.6, 10.1, 10.2</p>	<p>The teacher candidate communicated effectively with his/her mentor teacher. The teacher candidate and mentor developed a true partnership in classroom instruction collaborating on planning and delivery of instruction and sharing responsibility for student learning. The teacher candidate collaborated with students, faculty and staff to achieve instructional goals for all students.</p>	<p>The teacher candidate communicated effectively with his/her mentor teacher. The teacher candidate and mentor teacher periodically collaborated on planning and instruction. The teacher candidate collaborated to some extent with students, faculty and staff members to achieve instructional goals for all students.</p>	<p>The teacher candidate communicated with his/her mentor teacher in a somewhat sporadic manner. There were periodic lapses in communication throughout the semester. The teacher candidate and mentor occasionally collaborated on planning and instruction. The teacher candidate rarely collaborated with students, faculty and staff members, if at all.</p>	<p>There was poor communication between the teacher candidate and mentor teacher. The teacher candidate and mentor rarely if ever collaborated on planning and instruction. There was no evidence of the teacher candidate collaborating with students, faculty and staff members.</p>	<p>___ <b>Points</b></p>
<p><b>Interaction with students</b></p> <p><b>InTASC</b> 1, 3</p> <p><b>STA</b> 1.1. 3.1, 3.5</p>	<p>The teacher candidate demonstrated respectful and positive interactions with students at all times and quickly established him/herself as an authority figure. The teacher candidate identified unique learner attributes for each individual student that could be incorporated into the design of instruction and demonstrated respect for their cultural backgrounds and perspectives.</p>	<p>The teacher candidate demonstrated appropriate interactions with students but had occasional difficulties demonstrating authority. The teacher candidate identified unique learner attributes for some individual students that could be incorporated into the design of instruction and demonstrated respect for their cultural backgrounds and perspectives.</p>	<p>The teacher candidate demonstrated appropriate interactions with students but occasionally acted too casually with students, blurring the line between “teacher” and “friend” resulting in difficulty with classroom management. The teacher candidate identified unique learner attributes for few individual students that could be incorporated into the design of instruction and was unaware of their cultural backgrounds and perspectives.</p>	<p>The teacher candidate deferred to the mentor teacher to manage the classroom. He/she was far too familiar with students and often appeared more interested in being the students’ friend instead of their teacher. The teacher candidate did not identify individual learning attributes of the students and was unaware of their cultural backgrounds and perspectives.</p>	<p>___ <b>Points</b></p>
<p><b>Professionalism</b></p> <p><b>InTASC</b> 9</p> <p><b>ISTE</b> 4</p> <p><b>UA TPP</b></p> <p><b>STA</b> 9.5-9.10</p>	<p>The teacher candidate dressed professionally and acted in a professional manner, used instructional materials and technology in an ethical manner, and protected the privacy rights of the students at all times</p>	<p>The teacher candidate dressed professionally and acted in a professional manner, used instructional materials and technology in an ethical manner and protected the privacy rights of the students most of the time.</p>	<p>The teacher candidate dressed professionally most of the time and/or acted in a professional manner most of the time. The teacher candidate had occasional lapses but otherwise conducted him/herself in an ethical manner.</p>	<p>The teacher candidate often did not demonstrate an awareness of the professional dress standards of the school or act in a professional manner. The teacher candidate had difficulty distinguishing between ethical and unethical behavior.</p>	<p>___ <b>Points</b></p>
<p><b>Criteria</b></p>	<p><b>4 Points</b></p>	<p><b>3 Points</b></p>	<p><b>2 Points</b></p>	<p><b>1 Point</b></p>	<p><b>Rating</b></p>
<p><b>Planning for</b></p>	<p>The teacher candidate took the</p>	<p>The teacher candidate</p>	<p>The teacher candidate worked</p>	<p>The teacher candidate used</p>	

<p><b>instruction</b></p> <p><b>InTASC</b> 2, 5, 6, 7</p> <p><b>STA</b> 2.4, 5.1, 6.1, 6.2, 7.1, 7.5</p>	<p>lead designing lessons/units that built on learners' prior knowledge and experiences and was aligned with curriculum goals, and content standards, independently or collaboratively for several topics during the semester. Lessons covered significant content and included a variety of formative and summative assessments.</p>	<p>followed the lead of the mentor teacher designing several lessons/units that built on learners' prior knowledge and experiences and was aligned with curriculum goals, and content standards. The lessons covered some important content and included some type of assessment.</p>	<p>with the mentor to adapt the mentor teacher's lesson plans to current students. He/she occasionally planned his/her own units and lessons but primarily relied on the mentor's lesson plans. The lesson content was developed by the mentor making the teacher candidate's content expertise difficult to gauge.</p>	<p>instructional plans developed by the mentor teacher.</p>	<p><b>___Points</b></p>
<p><b>Delivery of instruction</b></p> <p><b>InTASC</b> 3, 4, 5, 8</p> <p><b>STA</b> 3.3, 4.1,4.3, 5.2, 8.8</p>	<p>The teacher candidate actively participated in delivery of instruction and by the end of the semester was delivering instruction for the entire class period almost daily. Transition from mentor teacher instruction to teacher candidate instruction was almost seamless as the teacher candidate managed the instructional environment (organizing materials, coordinating resources, and pacing instruction). The teacher candidate was adept at delivering engaging, student-centered instruction and at asking questions to stimulate discussion for different purposes such as probing for understanding, articulation of ideas and thinking processes, stimulation of curiosity, and helping learners to question.</p>	<p>The teacher candidate actively participated in delivery of instruction and by the end of the semester the teacher candidate was frequently delivering instruction for the entire class period and managing the instructional environment (organizing materials, coordinating resources, and pacing instruction). The teacher candidate's instruction was engaging for the most part but sometimes more teacher centered than student centered. The teacher candidate sometimes asked questions to stimulate discussion for different purposes such as probing for understanding, articulation of ideas and thinking processes, stimulation of curiosity, and helping learners to question.</p>	<p>The teacher candidate participated in delivery of instruction but was somewhat hesitant to do so. By the end of the semester the teacher candidate was only occasionally delivering instruction for a majority of the class period. The teacher candidate's instruction was primarily teacher-centered with little use of questioning strategies.</p>	<p>The teacher candidate struggled with delivery of instruction. By the end of the semester the teacher candidate was still not delivering instruction for a significant portion of the class period. The teacher candidate's instruction was primarily teacher-centered with no use of questioning strategies.</p>	<p><b>___Points</b></p>
<p><b>Criteria</b></p>	<p><b>4 Points</b></p>	<p><b>3 Points</b></p>	<p><b>2 Points</b></p>	<p><b>1 Point</b></p>	<p><b>Rating</b></p>
<p><b>Assessment</b></p>	<p>The teacher candidate took the</p>	<p>The teacher candidate</p>	<p>The teacher candidate worked</p>	<p>The teacher candidate worked</p>	

<b>InTASC</b> 6, 7  <b>STA</b> 6.1, 6.2, 7.5	lead in using multiple types of assessment data to document learning and develop instructional activities including formative and summative assessment data, prior learner knowledge, and learner interest.	followed the lead of the mentor teacher using multiple types of assessment data to document learning and develop instructional activities including formative and summative assessment data, prior learner knowledge, and learner interest.	with the mentor to use some types of data to document learning and to design instructional activities.	with the mentor to use some types of data to document learning and used instructional plans developed by the mentor.	<b>___ Points</b>
<b>Initiative</b>  <b>InTASC</b> 9  <b>UA TPP</b>  <b>STA</b> 9.1, 9.8	The teacher candidate demonstrated great initiative from the very start by collaborating with the mentor teacher to assume teacher duties. The teacher candidate frequently sought out feedback and input from his/her mentor, faculty members and administrators and modified practice accordingly.	The teacher candidate demonstrated initiative and only occasionally required prompting to take on some teacher duties. The teacher candidate periodically sought out feedback and input from his/her mentor, faculty members and administrators and modified practice accordingly.	The teacher candidate followed the directions of the mentor and occasionally took on tasks without being prompted. He/she had difficulty identifying tasks in need of completion and frequently had to be told what to do. The teacher candidate occasionally sought out feedback and input from his/her mentor, faculty members and administrators.	The teacher candidate followed the directions of the mentor and rarely if ever took the initiative to take on a task without being told to do so. The teacher candidate rarely if ever sought out feedback and input from his/her mentor, faculty members and administrators.	<b>___ Points</b>
<b>Use of Technology</b>  <b>ISTE</b> 1,2,3,4  <b>STA</b> 6.6, 9.10, 10.6	The teacher candidate used numerous forms of technology to locate instructional materials, to deliver instruction, to communicate with student and parents and to formatively assess student achievement. The teacher candidate guided students toward mastery of various technology tools to enhance their own learning.	The teacher candidate used some forms of technology to locate instructional materials, to deliver instruction, to communicate with student and parents and to formatively assess student achievement. The teacher candidate provided some opportunities for students to engage with technology.	The teacher candidate used technology to do some but not all of the following: Locate instructional materials; to deliver instruction; to communicate with student and parents; to formatively assess student achievement. The teacher candidate provided some opportunities for students to engage with technology.	The teacher candidate used technology in a very limited way and provided few if any opportunities for students to engage with technology.	<b>___ Points</b>
					<b>___ TOTAL</b>