
Professional Field Experiences Handbook

[Undergraduate]

ASU Mary Lou Fulton
Teachers College
Arizona State University

TEACHER PREPARATION

Create Knowledge | **Mobilize** People | Take **Action**



Fall 2024

Professional Field Experiences

ASU's Mary Lou Fulton Teachers College (MLFTC) has the mission of creating knowledge, mobilizing people, and fostering actions that improve education. Our programs bring people and ideas together to increase the innovation capabilities of individual educators, schools and organizations, districts, and communities. MLFTC is building the Next Education Workforce which starts with the conviction that, if we're not getting the workforce or the learning outcomes we want, we need to redesign the profession, the workplace, and how we prepare people for both.

MLFTC partners with schools and organizations to:

- Provide all students with deeper and personalized learning by building teams of educators with distributed expertise and
- Empower educators by developing new opportunities for role-based specialization and advancement.

Foreword

The following guidelines and requirements outlined in this handbook are designed to provide teacher candidates (those seeking a career in teaching) with an overview of key requirements, policies, and tips for successful internship and student teaching experiences. This handbook should be reviewed in conjunction with the course syllabus.

This handbook is meant to serve as a guide for:

- Student Teachers
- Interns
- Mentor Teachers (internship and student teaching)
- School Administrators
- ASU Student Teaching Supervisors
- ASU Faculty

Professional experiences are a critical element of any teacher preparation program. Internships and student teaching are some of the most valuable experiences teacher candidates engage in across the preparation program. Professional experiences are an opportunity for students to bring theory and practice together while receiving cycles of feedback and support in a scaffolded model.

The purpose of this handbook is to provide an overview of key roles and responsibilities for those involved with supporting the intern or student teacher. Each member of the teacher candidate support team plays an important role in the teacher candidate's success. Teacher candidates, mentor teachers, administrators, and ASU faculty should familiarize themselves with relevant sections of this handbook. Further, mentor teachers should work closely with their ASU faculty representative to understand additional requirements such as coursework and assignments not outlined in this handbook. Mary Lou Fulton Teachers College appreciates the opportunity to partner with schools and mentor teachers who provide clinical settings for teacher candidates to gain practical experience in the field.

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Directory

Questions and/or requests should be directed to the following contacts outlined in the table below.

Programs: Elementary Education, Special Education, Early Childhood, Elementary Multilingual Education, Secondary Education, and Arts Education (including Music, Dance, Theatre, Art, and Physical Education)	
Concerns, Questions, Inquiries	Key Contact:
Student Teacher/Intern Support Professionalism or Performance Concerns	Division Strategist for Field Experiences: Teena Flesher flesher@asu.edu
District Partnership Inquiries or Questions	Director of K-12 Strategic Partnerships: John O'Brien John.g.obrien@asu.edu
Contracted Student Teacher Process Questions	MLFTC-PES@asu.edu Phone: (480) 965-5555
Changing or Modifying Placements or Mentor Teacher	MLFTC-PES@asu.edu Phone: (480) 965-5555
Sonia (ASU's student placement management platform) Evaluation Support	Sonia Mentor User Guide Sonia Student User Guide Video Links for all Users For Sonia technical assistance, contact the MLFTC Technology Operations team at MLFTCTechOps@asu.edu

Section One: Role of the Mentor Teacher - Student Teaching

Section One is written with the intended audience of mentor teachers who are supervising student teachers in field placement settings. Student teaching marks the final capstone experience of a teacher preparation program. This professional experience is a full-time semester-long commitment in which a student teacher progressively assumes all of the responsibilities of being a teacher while being supported by an ASU student teaching supervisor and a high quality site-based mentor teacher.

The following information outlined in this section is designed to help mentor teachers understand key requirements, policies, and tips for successful coaching in student teaching experience.

Getting Started with Your Student Teacher

Although each classroom situation is unique, some common characteristics contribute to a successful student teaching experience for students and mentor teachers. We ask that the **MENTOR TEACHER** please consider the following:

1. Exchange contact information with the student teacher and collaboratively work out a routine schedule for arriving and leaving the school each day. Determine the best way to communicate (email, text, phone, etc.) and provide expectations for appropriate response times.
2. Provide the student teacher with a brief orientation to the school site, school personnel, your classroom, and the curriculum.
3. Demonstrate successful teaching in a variety of contexts (small group, one-to-one, whole class) as you implement and discuss effective classroom management strategies, instructional strategies, and assessment strategies as you adapt instruction to accommodate the needs of special education students and English Language Learner students.
4. Explain how you integrate state standards in lesson planning and instruction and how you translate theory into practice.
5. Involve the student teacher with your students from the beginning, providing opportunities to be an active participant in the ongoing daily activities and learning of the classroom including tutoring individuals and small groups of students and teaching whole group lessons. Involve the student teacher in classroom management activities (e.g., taking attendance, transitions, etc.) and decision-making.
6. Provide the student teacher with opportunities to practice and apply instructional strategies and provide formative feedback regarding their teaching practices, offering both praise and coaching points. Co-plan and pre-approve all lessons the student teacher develops to teach in the classroom.
7. All student teachers must assume the lead responsibility for classroom teaching, grading, and lesson planning for **a minimum of a two week span** during the semester. Student teachers serving as the teacher of record will hold full responsibility for the classroom on day one.
8. Arrange for intentional time to debrief and collaborate with the student teacher and debrief the day's activities after school.
9. As technology permits, demonstrate and explain how you use technology as an educational tool.
10. Model and discuss the importance of professional communication with colleagues and families.
11. Complete the student teacher's Initial, Midterm, and Final evaluations in Sonia (ASU's student placement management platform) by the due date. Use the evaluations to help the student grow professionally as you identify and discuss areas for growth and areas of strength. *Login information will be emailed at the start of the semester.*

We ask that student teachers do **not**:

- Complete work of a personal nature for the mentor teacher, such as running errands off the school grounds.
- Sit in the back of the classroom, disengaged from students and the instruction. Provide suggestions for

- intentional observations or specific note-taking by the student teacher.
- Regularly complete tasks that are out of the classroom space (student teachers need to watch and do to learn).
- Manage the classroom without direct observation from the mentor teacher (excludes contracted student teachers).

Mentor Teacher Professional Learning Communities (PLC) Opportunities

ASU faculty will host up to four PLC opportunities for mentor teachers throughout the semester. These PLCs focus on framing the semester and outlining expectations and providing mentor teachers with opportunities to learn and share new strategies for coaching beginning teachers. The PLCs will be hosted via Zoom.

Fall semester dates:

Program	Mentor Teacher PLC Dates/Times	Zoom Location
Single Placement Mentors	August 21 (6:30-8:30 pm) October 9 (6:30-7:30 pm) November 13 (6:30-7:30 pm)	<i>*ASU Student Teacher Supervisor will provide you with the Zoom link</i>
Dual Placement Mentors	Placement #1 (Aug 22-Oct 18) August 20 (6:30-8:30 pm) September 26 (6:30-7:30 pm) Placement #2 (Oct 21-Dec 13) October 15 (6:30-8:30 pm) November 14 (6:30-7:30 pm)	<i>*ASU Student Teacher Supervisor will provide you with the Zoom link</i>

Student Teacher Evaluations

Evaluation of student teachers is based on three observations of **teaching performance and professionalism** throughout the student teaching experience using the MLFTC Teaching Observation Instrument (TOI). Your assigned ASU student teaching supervisor will host a “Launch PLC” meeting at the beginning of the semester to outline your role in the observations. The observation will be submitted through Sonia (ASU’s student placement management platform). For your reference, the MLFTC Teaching Observation Instrument (TOI) can be viewed outside of Sonia [here](#).

Performance Assessment Process for Undergraduate Student Teachers

Single semester placements (student teachers seeking one certification) have three performance assessment cycles during the student teaching semester- an Initial Cycle, a Midterm Cycle, and a Final Cycle. Dual placement student teachers (student teachers seeking more than one certification) have two performance assessment cycles in each placement setting- an Initial and Final Cycle in placement one and an Initial and Final Cycle in placement two. Performance assessment cycle dates will be assigned by the ASU student teacher supervisor.

Using Sonia

Sonia is the student placement management system used at ASU’s Mary Lou Fulton Teachers college. At the start of each semester, the system will automatically generate and send an email with login information (username and temporary password). All mentor teachers will submit formal observations into the system for each of the Performance Assessment (PTRI) cycles - Initial, Midterm, and Final. All forms to be completed will be found under the “forms” tab and will only display the current form needing to be completed. For assistance in Sonia, please contact your ASU student teaching supervisor or see specifics below.

<p>Sonia Evaluation Support (ASU's student placement management platform)</p>	<p>Sonia Mentor User Guide Sonia Student User Guide Video Links for all Users</p> <p>For Sonia technical assistance, contact the MLFTC Technology Operations team at MLFTCTechOps@asu.edu</p>
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Continuous Improvement Performance Assessment Cycles

The focus of the performance assessment cycle is continuous improvement. Continuous improvement will be structured in four stages: Plan, Teach, Reflect, and Improve (PTRI). The four PTRI stages will comprise one performance assessment cycle. As a mentor teacher, you will provide feedback during each stage of a cycle, including conducting formal performance assessments using the MLFTC Teaching Observation Instrument (TOI) in Sonia during the *Teach* stage. Student teachers are expected to earn a rating of “developing” or higher by the final performance assessment to pass.

Performance Assessments: During the *Teach* stage of the Initial Cycle, student teachers will be co-scored by the ASU student teaching supervisor and the mentor teacher. Each of the performance assessments will be recorded by the student teacher using the GoReact platform and submitted to ASU's learning management system, Canvas. After each performance assessment, student teachers will review their classroom students' work and will watch and reflect on their teaching using the MLFTC Teaching Observation Instrument (TOI). The mentor teacher will evaluate each performance assessment using the TOI, submit it to Sonia, and provide specific actionable feedback in areas of strength and ways to improve.

Follow-up support: ASU student teacher supervisors and/or mentor teachers can provide the student teacher with follow-up support after performance assessments by conducting on-the-spot or direct coaching, demonstrating lessons, modeling teaching strategies, and/or Individual Growth Plans (IGP) with specific actionable steps, as needed.

Coaching the Student Teacher

Progression Guides: Each placement setting will be unique but the following documents can be used as a guide for the progression of the student teacher's responsibilities.

- [Progression Chart - the Paid student teacher](#)
- [Progression Chart - the Traditional student teacher](#)

Mentor teachers and ASU student teacher supervisors work together to observe and evaluate the student teacher's progress (see [ASU Teaching Observation Instrument](#)). **Early and frequent communication is critical for ASU student teaching supervisors to deploy coaching and support.**

Supervision: As ASU undergraduate students are not certified teachers, they should not be left alone in the room/used as substitutes or for coverage purposes. An exception to this policy would be for those student teachers who are hired as long-term/emergency substitutes, teachers of record, or on a student teaching intern certificate.

Timecards: Timecards will be utilized to track days in the field. It is critical that student teachers maintain a current timecard and have their mentor teacher initial weekly for verification. Timecards must reflect and meet the required student teaching time and contain original signatures from the mentor teacher. Timecards will be submitted to the ASU student teaching supervisor at the conclusion of each performance assessment cycle in Canvas.

Weekly Coaching Meetings: As a coach for beginning teachers, it is important to intentionally schedule weekly coaching meetings with your student teacher to discuss their progress, upcoming district, school or classroom events, ASU coursework requirements, and other items. These collaborative meetings can be a time to share feedback on their areas of growth, strength, and informal goals for the upcoming week. Mentor teachers should contact the ASU student teacher supervisor immediately with concerns about their student teacher's progress, professionalism issues, or questions about coursework requirements.

Student Teacher Start and End Dates, Absences, and Professionalism

ASU student teachers will follow the start and end dates of the ASU session C semester calendar unless the student teacher is in a paid position with the district. Within the ASU start and end dates, the student teacher will follow the district calendar for all holiday breaks, teacher in-services, and workdays.

- **Single Certificate Placement Requirements** - Students seeking a single teaching certificate are expected to attend their placement DAILY until the last day of session C classes unless otherwise approved by the Office of Academic and Career Services (OACiS).
- **Dual Certificate Placement Requirements** - Students seeking dual teaching certificates will complete TWO eight-week rotations within the semester, attending until the last day of finals week. Students must successfully complete the first setting before they are approved to move to the second rotation (ASU student teaching supervisor will provide the approval, upon meeting requirements). If adjustments to student teaching are needed, please submit an **SOS** immediately (click [here](#) for link).
- **Paid/Contracted (Job-Embedded) Placements** - Students who are in approved paid/contracted positions will follow the contracted start/end dates established in their school's calendar and must be a minimum of 15 weeks.

Student Teaching Attendance Requirements: Up to **5 days of absences are permitted** throughout the student teaching semester for any reason. Absences *beyond* 5 days will result in an absence make-up plan, as noted through an Individual Growth Plan (IGP) written by the ASU student teaching supervisor. Students with excessive absences, due to illness or other extreme circumstances, should contact their advisor to discuss eligibility for a medical or compassionate withdrawal from student teaching.

- Absences must be reported to the student teaching supervisor and mentor teacher before the contract day begins.
- When student teachers are absent for any reason, they are expected to take steps to ensure that student learning is not interrupted. This includes sending the mentor teacher lesson plans and preparing materials in advance, when possible.
- Arriving late or leaving early will count as a half-day absence. Student teachers should provide advance notification and document partial day absences on their timecard and absence form.
- In addition to being required to follow ASU's absence policy, students in paid/contracted (job-embedded) experiences need to follow the district or school absence policy.
- In paid/contracted (job-embedded) experiences, student teachers will be approved to be absent on the day of convocation and commencement graduation ceremonies. Student teachers *must* notify their principal and mentor teacher early in the semester of this planned absence, and follow the district/school process for submitting an absence.

Professionalism: Mary Lou Fulton Teachers College measures student teachers' professional dispositions via the ASU MLFTC Teaching Observation Instrument (TOI), domain four. ASU faculty supervisors use information from the performance assessment cycles, discussions with mentor teachers, PLC participation, and attendance to determine a student teacher's professionalism proficiency.

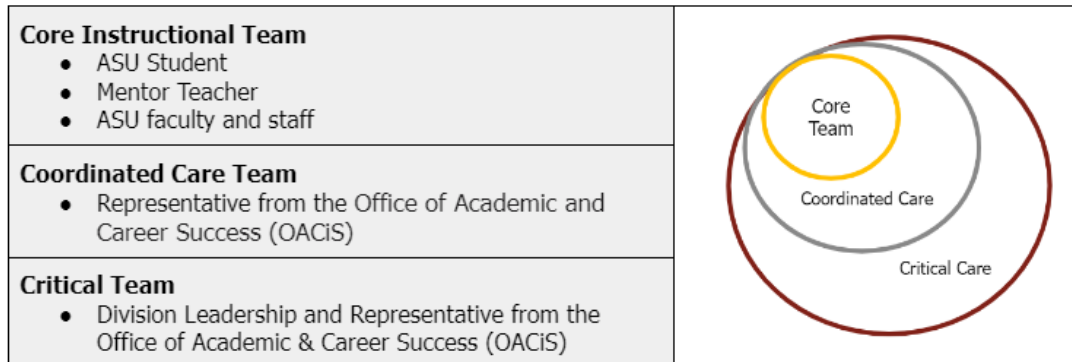
- Professionalism is viewed as the student teacher's level of collaboration, reflection, building and maintaining professional relationships, initiative and enthusiasm, and overall responsiveness to coaching.
- Student teachers must achieve a performance rating of **developing** or higher on the ASU MLFTC Teaching Observation Instrument (TOI), domain four.
- Student teachers who fail to conduct themselves in a professional manner may result in being released from student teaching and, for paid/contracted (job-embedded) positions, terminated from employment.
- **Dress code** - Professional, appropriate dress is expected. Student teachers will follow the dress code policy for the school or district where they are placed. In placements where there is no formal dress code policy, student teachers should dress appropriately with clothing and shoes that do not distract from the learning environment.

Use of Recording Devices in Student Teaching: The use of any recording must be in conformance with the pedagogical reason and with the provisions of the Family Educational Rights and Privacy Act (FERPA). Any failure to adhere to this standard constitutes unprofessional conduct. The student teaching course will require the student teacher to record at least three-four lessons over the course of the semester. The video recording will be uploaded in GoReact (through the course Canvas shell) and watched only by ASU faculty. Before recording the lessons in the student teaching placement, this should be discussed with the mentor teacher and the ASU Video Release form should be sent home with all students in the class. It is the student teacher's responsibility to collect and keep the signed forms, demonstrating responsibility for maintaining student records (TOI, Domain 4g). ASU Video Release Form ([English](#), [Spanish](#))

Structured Support

Providing Support for Your Student Teacher

As a mentor teacher, you will be an integral part of the MLFTC personalized support model for our students. The model has three tiers, as documented in more detail below.



Two levels of Support:

- Individual Growth Plan (**IGP**) - defined as a *plan of action* made by ASU faculty and the student teacher
- Supporting Our Students (**SOS**) - defined as an *escalated level* of support needed by the student teacher, usually immediate assistance is needed

Submission of an IGP is done by an ASU faculty member and will require a plan of action to be written after an area of focus has been identified. Clear actionable steps to be taken by the student teacher and anyone else involved as well as a timeline will be documented. The IGP is submitted within the same link as the SOS and will provide an outside template to be completed, saved, and shared with the student teacher.

Reasons to contact the ASU student teaching supervisor when considering if an IGP is needed:

- Concerns with a student teacher's level of progression in professionalism and/or delivery of instruction, ability to safely manage a classroom, etc.
Examples: Student teacher was late multiple times to placement without communication -or- scored Not Met/Unsatisfactory on initial observation -or- student teacher struggling to align goals & objectives to standards -or- student teacher struggling to manage student behavior -or- student teacher struggling with professionalism.
- Excessive absences, those beyond the 5 allotted days, will result in a written plan to address how the student teacher will make up the absences (could be beyond the ASU semester)

Submission of an SOS can be done by any member of the core instructional team (student teacher, ASU faculty, mentor teacher). Upon submission, the Care Management Team at ASU is immediately notified. The Care Management Team reviews the SOS, meets with the student teacher & other parties involved, determines next steps, & coordinates follow-up support or monitoring.

Reasons to submit an SOS:

- Violation of ASU or MLFTC policies, or other issues that require leadership and coordinated care strategist intervention
- Concern for a student teacher's well-being that is outside of their academic performance but may impact performance *Examples: A student teacher has experienced a recent loss, noticeable change in health or behavior, expresses feelings of being overwhelmed, etc.*
- Click [here to submit an SOS form](#)

Release from Student Teaching Placement

A release occurs when a school administrator or mentor teacher requests that a student teacher no longer continue attending student teaching placement. If the release involves a violation of the Student Code of Conduct or illegal behavior or another egregious offense, please submit an SOS immediately (click [here](#) for link) and contact Wadell Blackwell (wadell.blackwell@asu.edu) and Dean of Students Office (deanofstudents@asu.edu) immediately.

MLFTC Release Policy

All teacher candidates enrolled in the Mary Lou Fulton Teachers College must follow the ASU Student Code of Conduct, the Teachers College Retention and Continuation Policy, as well as all policies/procedures established by the local education agency, school district, and/or school in which they are engaged in clinical experience, which include student teaching and internships. If a student is released from an internship or student teaching and would like to repeat the course in a future semester, that student must petition to do so.

Process:

- The intern or student teacher must meet with the Care Team. This will typically include the Director of Student Success Team, the Associate Director for Teacher Preparation, a representative from Professional Education Services, and the Care Coordinator.
 - During this meeting, in partnership with the student, the team will discuss what led to the dismissal including the student's perspective.
 - Options for moving forward are presented to the student (i.e. move to non-certification pathway or petition for re-placement during the semester or a future semester).
- Should the student wish to be placed again, the student will be asked to write a petition for re-placement. This should include their plan to resolve the situation and/or circumstances that resulted in the removal from the internship or student teaching
- This petition is reviewed by the Division Faculty Representative for approval or denial. The representative will officially inform the student, by letter, of their decision and next steps. It will also include a decision on if a student can be re-placed during that same semester or will need to wait for a future semester.
- If approved, the Care Team meets with the student again to create a Professional Improvement Plan (PIP) outlining expectations for continued professional growth and academic development.
 - The Care Team may also include follow up requirements such as requiring a meeting with another Success Team Member.
 - Faculty may decide to implement an Individualized Growth Plan (IGP) after the student is re-placed.

If the intern or student teacher violates the rules, policies, or procedures for conduct established by the school, district, local education agency, ASU, Teachers College, and/or the law while on a PIP for unprofessional behavior, they may be released from the initial teacher certification program. Individuals may be eligible to pursue other non-certification degree options within Teachers College or programs in other colleges at ASU. In certain circumstances, those who are released may petition to continue in their current academic plan, subject to review by leadership.

If it is determined that the allegations of a violation of unprofessional behavior resulting in the request for the release from the school/district are warranted, one or all of the following actions may result. The intern or student teacher:

will be released from the internship or student teaching placement.

will receive a failing grade (E) for the internship or student teaching course*.

will not be assigned another internship or student teaching placement during the same semester in which the teacher candidate was assigned a failing grade.

may not withdraw from the internship/clinical experience course or student teaching course. If a withdrawal is processed by the Office of the Registrar, the grade will be administratively changed to an (E).

*If an intern or student teacher wishes to appeal the (E) grade, they can follow the grade appeal process as outlined on the Teachers College website. The first step in the grade appeal process is to meet with the course instructor. Students have 10 business days to appeal a grade.

Mentor Teacher Appreciation

Honorarium: A mentor teacher receives a tuition waiver for ASU in-state tuition for hosting a student teacher during a semester. Tuition waivers are distributed at the end of each semester. See the chart below. There may be exceptions to this policy, depending on partnership agreements with individual school districts. Eligible courses include undergraduate, graduate, and/or doctoral courses; courses for degree and non-degree seeking students; face-to-face, hybrid, and online courses. The tuition waiver is non-transferable and may not be changed to monetary compensation. The tuition waiver is valid for 4 consecutive semesters (including summer semesters) from the date of issue. Extensions are not possible, per Student Accounts.

*The tuition waiver does **NOT** cover program fees or additional fees such as application or class fees, special fees for financial aid, etc.*

To view and calculate the fees, visit the tuition website at: <http://www.asu.edu/admissions/tuitionandfees/>.

Under Federal Law, ASU is required to report to the IRS the value of the tuition waiver on Form 1099- MISC once Mentor Teachers exercise the option to use the tuition waiver. We recommend that Mentor Teachers consult their tax advisor about the additional taxable income prior to completing your individual income tax return.

Professional Development Certificates: At the semester’s end, the Professional Education Services office provides mentor teachers with professional development clock hours towards state recertification. The clock hours are issued for PLC participation while hosting a student teacher.

Tuition waiver and professional development certificates are emailed to mentor teachers at the conclusion of each student teaching semester. The waiver is accompanied by information on how to apply for admission to ASU, how to access the course catalog, and directions on how to use the waiver for tuition costs.

Student Teacher Host	Full Semester Student Teacher Mentor <i>(16-week student teacher placement)</i>	Half Semester (8-week student teacher placement) <i>(most dual placement single semester are SPE/EED and music student teachers) completing an 8-week placement rotation</i>
Tuition Waiver Earned	6 credit hour tuition waiver for each full semester student teacher	3 credit hour tuition waiver for hosting a half-semester placement
Professional Development Hours Earned	30 hours PD towards recertification	15 hours PD toward recertification

Tuition Waiver Guidelines:

- The waiver is non-convertible to monetary compensation.
- Extensions are not permitted.
- Valid for in-state tuition exclusively; applicable to undergraduate, graduate, or doctoral courses.
- Exclusions: The waiver does not cover mandatory or additional fees (e.g., application, class, special fees for financial aid, etc.).

All mentors will receive an email from Mary Lou Fulton Teachers College Office of Scholarship Services with information about redeeming the professional development certificate and tuition waiver.

For any questions, please contact us at:

Tuition waiver and Finance questions contact:	MLFTC Office of Scholarship Services	<ul style="list-style-type: none"> • Phone: 480-727-5279 • Email: MLFScholarships@asu.edu
Placement questions/concerns contact:	MLFTC Office of Professional Education Services	<ul style="list-style-type: none"> • Phone: 602-543-6311 • Email: mlftc-pes@asu.edu

Forms and Templates - Student Teachers

<p>ASU MLFTC Teaching Observation Instrument (TOI)</p> <ul style="list-style-type: none"> • Student Teachers use ALL of TOI <p>ASU MLFTC Teaching Observation Instrument Companion Guide (for mentor teachers and student teachers)</p>	<p>Link: ASU MLFTC Teaching Observation Instrument (TOI) - mockup*</p> <p>Link: ASU MLFTC Teaching Observation Instrument (TOI) Companion Guide</p> <p><i>*mockup - a reference guide. All evaluations will be submitted in Sonia</i></p>
<p>Lesson Plan Templates (to be used for all clinically-embedded assignments and formal lesson observations in the professional field experience settings)</p>	<p>Link: Direct Instruction Lesson Plan Template Link: Inquiry-Based (5E) Lesson Plan Template</p> <p>Fine Arts: (lesson templates and exemplars)</p> <ul style="list-style-type: none"> • Link: Physical Education template, PE example • Link: Art template, Art example
<p>ASU Video Release Form</p>	<p>Link: English version Link: Spanish version</p>
<p>Student Teacher: Absence Form</p>	<p>Link: Student Teacher Absence Form</p>
<p>Student Teacher: Timecard</p>	<p>Link: Student Teacher Timecard</p>

Section Two: Role of the Mentor Teacher - Internships

Internships serve as experiential learning opportunities to expose teacher candidates to schools, Pk-12 classrooms, and high-quality mentor teachers. Throughout these internship experiences, interns will have the opportunity to engage under the direction of a mentor with Pk-12 students.

Getting Started with Your Intern

Although each classroom situation is unique, some common characteristics contribute to a successful professional experience for interns and mentor teachers. We ask that the **MENTOR TEACHER** please consider the following:

1. Exchange contact information with the intern and collaboratively work out a routine internship schedule for the semester. Determine the best way to communicate (email, text, phone, etc.) and provide expectations for appropriate response times.
2. Provide the intern with a brief orientation to the school site, school personnel, your classroom, and the curriculum.
3. Demonstrate successful teaching in a variety of contexts (small group, one-to-one, whole class) as you implement and discuss effective classroom management strategies, instructional strategies, and assessment strategies as you adapt instruction to accommodate the needs of special education students and English Language Learner students.
4. Explain how you integrate state standards in lesson planning and instruction and how you translate theory into practice.
5. Involve the intern with your students from the beginning, providing opportunities for them to be an active participant in the ongoing daily activities and learning of the classroom including tutoring individuals and small groups of students and teaching whole group lessons. As appropriate, involve the intern in classroom management activities (e.g., taking attendance, transitions, etc.).
6. Provide the intern with opportunities to practice and apply instructional strategies and provide formative feedback regarding his/her teaching practices, offering both praise and constructive criticism. Co-plan and pre-approve all lessons the intern develops to teach in the classroom.
 - a. Interns will be expected to conduct at least one Microteach during the semester after completing at least 20 hours in the field (internships requiring 45+ hours in field). Specific criteria, details, and expectations will be provided by the intern.
7. Arrange for time to conference with the intern and debrief the day's activities after school.
8. As technology permits, demonstrate and explain how you use technology as an educational tool.
9. Model and discuss the importance of professional communication with colleagues and families.
10. Complete the intern's Initial, Midterm, and Final evaluations in Sonia (ASU's student placement management platform) by the due date. Use the evaluations to help the student grow professionally as you identify and discuss areas for growth and areas of strength. *Login information will be emailed at the start of the semester.*

We ask that interns do **not**:

- Complete work of a personal nature for the mentor teacher, such as running errands off the school grounds.
- Do the same routine task for the entire placement (e.g., filing, duplicating, grading papers).
- Sit in the back of the classroom, disengaged from students and the instruction. Provide suggestions for intentional observations or specific note-taking by the student teacher.
- Regularly complete tasks that are out of the classroom space (interns need to watch and do to learn).
- Manage the classroom without direct observation from the mentor teacher.

Intern Start and End Dates

ASU interns are encouraged to connect with their mentor teachers as soon as the placement is confirmed and set up a date to begin. Interns will follow the ASU session C semester calendar unless prior arrangements have been approved for a modified semester. Engagement in a Pk-12 classroom, exposure to high-quality mentor teachers, completing a total of **20**, **45**, or **60** hours, and completion of the course assignments are the goals for the internship experience across the semester. Please ask the intern or ASU faculty to share the number of hours the intern is required to complete as it is dependent on the semester and the course for which they are enrolled.

Progression of Intern Responsibilities

Interns are required to be actively engaged in all elements of the classroom beginning the first week/first visit of the placement. Interns should assume teaching responsibilities as suggested in the chart below. Please note that not all interns will start their field placement on week one of the semester, and may not fulfill the internship expectations across the whole semester. The “Weeks” and “Hours” columns below will help suggest what mentor and intern responsibilities should be throughout the weeks or hours in placements.

Weeks	Hours	Mentor Responsibilities	Intern Responsibilities
Weeks 1-4	20-hour internship* = hours 1.5-5 <i>*20-hour internships will start after Week 3 of the semester</i> 45-hour internship = hours 3-12 60-hour internship = hours 4-16	<ul style="list-style-type: none"> • Introduce intern to students, grade level, staff, administration • Set up a schedule of observation days/times • Discuss ASU coursework completion expectations in placement classroom • Model and discuss teaching, planning, and decisions made in the classroom • Initial timecard weekly 	<ul style="list-style-type: none"> • Observe mentor teacher • Begin asking to lead small group instruction or mini lessons with mentor teacher guidance • Discuss ASU coursework expectations (plan dates for assigned tasks in placement) • Maintain your timecard weekly with the mentor teacher's initials
Weeks 5-9	20-hour internship = hours 5-12 45-hour internship = hours 12-27 60-hour internship = hours 16-36	<ul style="list-style-type: none"> • Continue to model and discuss teaching, planning, and decisions made in the classroom • Allow intern some responsibilities (small group instruction, mini-lessons) • Allow the intern some leadership opportunities (attendance, bell work, dismissal, etc.) • Initial timecard weekly 	<ul style="list-style-type: none"> • Continue to observe the mentor teacher • Assume some responsibilities and leadership opportunities (small group instruction, mini-lessons, attendance, bell work, dismissal, etc. with some mentor teacher guidance) • Continue discussing ASU coursework expectations (plan dates/topics for assigned tasks in placement) • Maintain your timecard weekly with the mentor teacher's initials
Weeks 10-15	20-hour internship = hours 12-20 45-hour internship = hours 27-45 60-hour internship = hours 36-60	<ul style="list-style-type: none"> • Allow intern to plan and teach whole group instruction • Provide feedback to the intern on teaching practices and professionalism • Initial timecard weekly and sign for the final submission 	<ul style="list-style-type: none"> • Plan and teach whole group instruction • Maintain your timecard weekly with the mentor teacher's initials and signature of the mentor teacher for the final submission
<i>This table is meant to be a guide for gradually increasing the role and responsibility of interns. Please adjust to meet the needs of your classroom and/or student assignment due dates.</i>			

Intern Evaluations

Evaluation of interns will be conducted three times throughout the internship experience on the Intern Progress Report. Interns will be evaluated using the MLFTC Teaching Observation Instrument (TOI), Domain 4 - Principled Teaching (4c, 4d, 4e, 4f, and 4h). The observation will be submitted through Sonia (ASU's student placement management platform). For your reference, the Intern Progress Report can be viewed outside of Sonia [here](#). Interns are expected to earn the rating of "developing" by the end of the semester in each of the applicable areas.

Using Sonia

Sonia is the student placement management system used at ASU's Mary Lou Fulton Teachers college. At the start of each semester, the system will automatically generate and send an email with login information (username and temporary password). All mentor teachers will submit formal observations into the system for each of the Performance Assessment (PTRI) cycles - Initial, Midterm, and Final. All forms to be completed will be found under the "forms" tab and will only display the current form needing to be completed. For assistance in Sonia, please contact your ASU student teaching supervisor or see specifics below.

Sonia Evaluation Support (ASU's student placement management platform)	Sonia Mentor User Guide Sonia Student User Guide Video Links for all Users For Sonia technical assistance, contact the MLFTC Technology Operations team at MLFTCTechOps@asu.edu
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Professionalism: Professionalism during internships is of the utmost importance. Professionalism is viewed as the intern's level of collaboration, reflection, building and maintaining professional relationships, initiative and enthusiasm, and overall responsiveness to coaching.

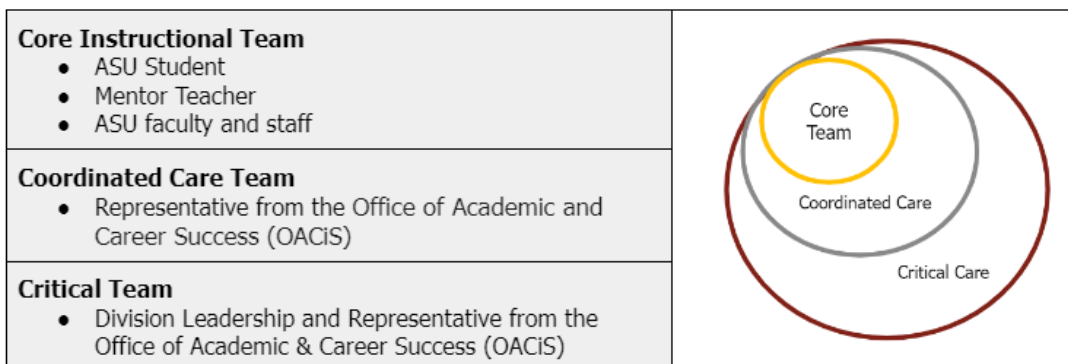
- Interns who fail to conduct themselves in a professional manner may result in being released from the professional field experience setting and terminated from employment (in paid/contracted placements).
- **Dress code** - Professional, appropriate dress is expected. Interns will follow the dress code policy for the school or district where they are placed. In placements where there is no formal dress code policy, interns should dress appropriately with clothing and shoes that do not distract from the learning environment.

Use of Recording Devices in Internships : The use of any recording must be in conformance with the pedagogical reason and with the provisions of the Family Educational Rights and Privacy Act (FERPA). Any failure to adhere to this standard constitutes unprofessional conduct. The internship will require at least one lesson recording over the course of the semester. The video recording will be uploaded in GoReact (through the course Canvas shell) and watched only by ASU faculty. Before recording the lessons in the internship placement, the intern should discuss this with the mentor teacher and the ASU Video Release form may be sent home with students in the class if requested. It is the intern's responsibility to collect and keep the signed forms, demonstrating responsibility for maintaining student records (TOI, Domain 4g). ASU Video Release Form ([English](#), [Spanish](#))

Structured Support

Providing Support to Teacher Candidates

As a mentor teacher, you will be an integral part of the MLFTC personalized support model for our students. The model has three tiers, as documented in more detail below.



Two levels of Support:

- Individual Growth Plan (**IGP**) - defined as a *plan of action* made by ASU faculty and the ASU intern
- Supporting Our Students (**SOS**) - defined as an *escalated level* of support needed by the intern, usually immediate assistance is needed

Submission of an IGP is done by an ASU faculty member and will require a plan of action to be written after an area of focus has been identified. Clear actionable steps to be taken by the ASU intern and anyone else involved as well as a timeline will be documented. The IGP is submitted within the same link as the SOS and will provide an outside template to be completed, saved, and shared with the ASU intern.

Reasons to contact the ASU student teaching supervisor when considering if an IGP is needed:

- Concerns with an intern's level of progression in professionalism and/or delivery of instruction, ability to safely manage a classroom, etc.
Examples: ASU intern was late multiple times to placement without communication -or- scored Not Met/Unsatisfactory on initial progress report -or- intern struggling to align goals & objectives to standards -or- intern struggling to manage student behavior -or- intern struggling with professionalism.
- Excessive absences, without communication, may result in a written plan to address how the intern will complete expected hours in placement (could result in a failing grade)

Submission of an SOS can be done by any member of the core instructional team (ASU intern, ASU faculty, mentor teacher). Upon submission, the Care Management Team at ASU is immediately notified. The Care Management Team reviews the SOS, meets with the intern & other parties involved, determines next steps, & coordinates follow-up support or monitoring.

Reasons to submit an SOS:

- Violation of ASU or MLFTC policies, or other issues that require leadership and coordinated care strategist intervention
- Concern for an intern's well-being that is outside of their academic performance but may impact performance
Examples: An intern has experienced a recent loss, noticeable change in health or behavior, expresses feelings of being overwhelmed, etc.
- Click [here to submit an SOS form](#)

Release from Internship Placement

A release occurs when a school administrator or mentor teacher requests that an intern no longer continue attending student teaching placement. If the release involves a violation of the Student Code of Conduct or illegal behavior or another egregious offense, please submit an SOS immediately (click [here](#) for link) and contact Wadell Blackwell (wadell.blackwell@asu.edu) and Dean of Students Office (deanofstudents@asu.edu) immediately.

MLFTC Release Policy

All teacher candidates enrolled in the Mary Lou Fulton Teachers College must follow the ASU Student Code of Conduct, the Teachers College Retention and Continuation Policy, as well as all policies/procedures established by the local education agency, school district, and/or school in which they are engaged in clinical experience, which include student teaching and internships. If a student is released from an internship or student teaching and would like to repeat the course in a future semester, that student must petition to do so.

Process:

- The intern or student teacher must meet with the Care Team. This will typically include the Director of Student Success Team, the Associate Director for Teacher Preparation, a representative from Professional Education Services, and the Care Coordinator.
 - During this meeting, in partnership with the student, the team will discuss what led to the dismissal including the student's perspective.
 - Options for moving forward are presented to the student (i.e. move to non-certification pathway or petition for re-placement during the semester or a future semester).
- Should the student wish to be placed again, the student will be asked to write a petition for re-placement. This should include their plan to resolve the situation and/or circumstances that resulted in the removal from the internship or student teaching
- This petition is reviewed by the Division Faculty Representative for approval or denial. The representative will officially inform the student, by letter, of their decision and next steps. It will also include a decision on if a student can be re-placed during that same semester or will need to wait for a future semester.
- If approved, the Care Team meets with the student again to create a Professional Improvement Plan (PIP) outlining expectations for continued professional growth and academic development.
 - The Care Team may also include follow up requirements such as requiring a meeting with another Success Team Member.
 - Faculty may decide to implement an Individualized Growth Plan (IGP) after the student is re-placed.

If the intern or student teacher violates the rules, policies, or procedures for conduct established by the school, district, local education agency, ASU, Teachers College, and/or the law while on a PIP for unprofessional behavior, they may be released from the initial teacher certification program. Individuals may be eligible to pursue other non-certification degree options within Teachers College or programs in other colleges at ASU. In certain circumstances, those who are released may petition to continue in their current academic plan, subject to review by leadership.

If it is determined that the allegations of a violation of unprofessional behavior resulting in the request for the release from the school/district are warranted, one or all of the following actions may result. The intern or student teacher:

will be released from the internship or student teaching placement.

will receive a failing grade (E) for the internship or student teaching course*.

will not be assigned another internship or student teaching placement during the same semester in which the teacher candidate was assigned a failing grade.

may not withdraw from the internship/clinical experience course or student teaching course. If a withdrawal is processed by the Office of the Registrar, the grade will be administratively changed to an (E).

*If an intern or student teacher wishes to appeal the (E) grade, they can follow the grade appeal process as outlined on the Teachers College website. The first step in the grade appeal process is to meet with the course instructor. Students have 10 business days to appeal a grade.

Coaching the Intern

Mentor teachers and ASU faculty work together to support the intern's progression throughout the semester (see [Intern Progress Report](#)). ***Early and frequent communication is critical for ASU faculty to deploy coaching and support.***

Intentional Coaching Meetings: As a coach for beginning teachers, it is important to intentionally schedule coaching meetings with your intern to discuss their progress, upcoming district, school or classroom events, ASU coursework requirements, and other items. These collaborative meetings can be a time to share feedback on their areas of growth, strength, and informal goals for the upcoming weeks. Mentor teachers should contact ASU faculty immediately with concerns about their intern's progress, professionalism issues, or questions about coursework requirements.

Supervision: As ASU students are not certified teachers, they should not be left alone in the room/used as substitutes or for coverage purposes. An exception to this policy would be for those students who are hired as long-term/emergency substitutes or as a teacher of record.

Timecards: Timecards will be utilized to track hours in the field. It is critical that interns maintain a current timecard and have their mentor teacher initial weekly for verification. Timecards must reflect and meet the required internship hours and contain original signatures from the mentor teacher. Timecards will be submitted to the ASU course instructor on three different dates during the semester, in Canvas.

Mentor Teacher Appreciation

Mentor Teacher Professional Development certificates: At the semester's end, the Professional Education Services office provides mentor teachers with professional development clock hours towards state recertification. The clock hours are issued for PLC participation while hosting an intern.

Intern Teacher Host	Intern(s)
Professional Development Hours Earned	15 PD hours per intern toward recertification

Forms & Templates - Interns

<p>ASU MLFTC Teaching Observation Instrument (TOI)</p> <ul style="list-style-type: none"> Interns use Domain 4 for progress reporting <p>ASU MLFTC Teaching Observation Instrument Companion Guide (for mentor teachers and interns)</p>	<p>Link: ASU MLFTC Teaching Observation Instrument (TOI) - mockup* Link: ASU Intern Progress Report - mockup*</p> <p>Link: ASU MLFTC Teaching Observation Instrument (TOI) Companion Guide</p> <p><i>*mockup - a reference guide. All evaluations will be submitted in Sonia</i></p>
<p>Lesson Plan Templates (to be used for all clinically embedded assignments and formal lesson observations in the professional field experience settings)</p>	<p>Link: Direct Instruction Lesson Plan Template Link: Inquiry-Based (5E) Lesson Plan Template</p> <p>Fine Arts: (lesson templates and exemplars)</p> <ul style="list-style-type: none"> Link: Physical Education template, PE example Link: Art template, Art example
<p>ASU Video Release Form</p>	<p>Link: English version Link: Spanish version</p>
<p>Intern: Timecard</p>	<p>Link: Intern Timecard</p>

Section Three: ASU Undergraduate Student Teachers

Student teaching marks the final capstone experience of your preparation program. This professional experience is a full-time semester-long commitment in which you progressively assume all of the responsibilities of being a teacher while being supported by an ASU student teaching supervisor and a high-quality site-based mentor teacher.

Student Teaching Placements

Professional Education Services (PES) works with faculty members and school/district partners to assign student teachers to high-quality Mentor Teachers.

- PES works to secure student teaching placements within 25 miles one-way of the student's home campus. Several considerations are used for securing student teaching assignments: ASU program requirements with particular sites (when applicable), choice of city and district, home campus, mentor teacher availability, and local address listed in the student teacher's MyASU profile.
- Student teachers may request a specific placement with PES, but they cannot secure their own placements.

The Student Teaching Course

Along with the student teaching experience, students will participate in coursework that is designed to support and assist the student with:

- Applying theory into practice within their placement.
- Provide time and space to discuss and generate solutions for real-time instructional and classroom dilemmas.
- Foster professional collaboration with peers and engage in reflective practice.

The student teaching course will meet 4 times over the semester (see your MyASU course details for specific dates) for Professional Learning Community (PLC) time and each PLC meeting is **mandatory**. Student teaching expectations, assignment details, and other topics will be discussed within these PLC meetings.

Getting Started with Your Student Teaching Experience

Although each student teaching experience is unique, some common characteristics contribute to a successful experience for student teachers and mentor teachers. We ask that the **STUDENT TEACHER** please consider the following:

1. Exchange contact information with the mentor teacher and collaboratively work out a routine schedule for arriving and leaving the school each day (i.e. What time should you arrive each school day? Where should you park? Should you go directly to the classroom each morning? Are there morning and/or afternoon duties to prepare for?)
2. Discuss being involved with the classroom students from the beginning. Work with the mentor teacher to be an active participant in the ongoing daily activities and learning of the classroom, including while working with small groups of students and teaching whole group lessons. Respectfully involve yourself in classroom management activities (e.g., taking attendance, transitions, etc.) and decision-making.
3. Ask the mentor teacher to provide opportunities for practice in applying instructional strategies and seek formative feedback regarding teaching and performance. Involve yourself in lesson planning and seek pre-approval for all lessons designed for the classroom.
4. Arrange for intentional time to debrief and collaborate with the mentor teacher and debrief the day's activities after school.
5. Continually seek opportunities to observe interactions with colleagues and families.
6. Assist mentor teacher in completing the Initial, Midterm, and Final evaluations in Sonia (ASU's student placement management platform) by the due date. Review the evaluations and discuss areas of strengths and ways to grow professionally. *Please note login information was emailed to the mentor teacher at the start of the semester.*

7. We recommend that student teachers consider purchasing **personal liability insurance** prior to beginning the student teaching semester. This insurance may be purchased through an insurance agency or through a professional educator's group. The Arizona Education Association (AEA) www.arizonaaea.org or the Arizona Professional Educator Association (APE) www.AZPE.org offer liability coverage to members.

We ask that student teachers **not**:

- Complete work of a personal nature for the mentor teacher, such as running errands off the school grounds.
- Sit in the back of the classroom, disengaged from students and the instruction. Seek suggestions for intentional observations or specific note-taking.
- Regularly complete tasks that are out of the classroom space (student teachers need to watch and do to learn).
- Manage the classroom without direct observation from the mentor teacher (excludes contracted student teachers).
- Be left alone in the room/used as a substitute or for coverage purposes. An exception to this policy would be for those student teachers who are hired as long-term/emergency substitutes, teachers of record, or on a student teaching intern certificate.

Student Teacher Start and End Dates, Absences, and Professionalism

Student Teacher Start and End Dates: ASU student teachers will follow the start and end dates of the ASU session C semester calendar unless the student teacher is in a paid position with the district. Within the ASU start and end dates, the student teacher will follow the district calendar for all holiday breaks, teacher in-services, and workdays.

- ***Single Certificate Placement Requirements*** - Students seeking a single teaching certificate are expected to attend their placement DAILY until the last day of session C classes unless otherwise approved by the Office of Academic and Career Services (OACiS).
- ***Dual Certificate Placement Requirements*** - Students seeking dual teaching certificates will complete TWO eight-week rotations within the semester, attending until the last day of finals week. Students must successfully complete the first setting before they are approved to move to the second rotation. If adjustments to student teaching are needed, please submit an **SOS** immediately (click [here](#) for link).
- ***Out-of-State Student Teaching Placements*** - Students who have been approved for an out-of-state placement will need to ensure that they are meeting the minimum AZ requirement for certification (see Single Certification Placement Requirements for details).
- ***Paid/Contracted (Job-Embedded) Placements*** - Students who are in approved paid/contracted positions will follow the contracted start/end dates established in their school's calendar and must be a minimum of 15 weeks.

Student Teaching Attendance Requirements: Up to **5 days of absences are permitted** throughout the student teaching semester for any reason. Absences *beyond* 5 days will result in an absence make-up plan, as noted through an Individual Growth Plan (IGP) written by the ASU student teaching supervisor. Students with excessive absences, due to illness or other extreme circumstances, should contact their advisor to discuss eligibility for a medical or compassionate withdrawal from student teaching.

- Absences must be reported to the student teaching supervisor and mentor teacher before the contract day begins.
- When student teachers are absent for any reason, they are expected to take steps to ensure that student learning is not interrupted. This includes sending the mentor teacher lesson plans and preparing materials in advance, when possible.
- Arriving late or leaving early will count as a half-day absence. Student teachers should provide advance notification and document partial day absences on their timecard and absence form.
- In addition to being required to follow ASU's absence policy, students in paid/contracted (job-embedded) experiences need to follow the district or school absence policy.
- In paid/contracted (job-embedded) experiences, student teachers will be approved to be absent on the day of convocation and commencement graduation ceremonies. Student teachers *must* notify their principal and mentor teacher early in the semester of this planned absence, and follow the district/school process for submitting an absence.

Professionalism: Mary Lou Fulton Teachers College measures student teachers' professional dispositions via the ASU MLFTC Teaching Observation Instrument (TOI), domain four. ASU faculty supervisors use information from the performance assessment cycles, discussions with mentor teachers, PLC participation, and attendance to determine professionalism proficiency.

- Professionalism is viewed as the student teacher's level of collaboration, reflection, building and maintaining professional relationships, initiative and enthusiasm, and overall responsiveness to coaching.

- Student teachers must achieve a performance rating of **developing** or higher on the ASU MLFTC Teaching Observation Instrument (TOI), domain four.
- Student teachers who fail to conduct themselves in a professional manner may result in being released from student teaching and, for paid/contracted (job-embedded) positions, terminated from employment.
- **Dress code** - Professional, appropriate dress is expected. Student teachers will follow the dress code policy for the school or district where they are placed. In placements where there is no formal dress code policy, student teachers should dress appropriately with clothing and shoes that do not distract from the learning environment.

Use of Recording Devices in Student Teaching

The use of any recording must be in conformance with the pedagogical reason and with the provisions of the Family Educational Rights and Privacy Act (FERPA). Any failure to adhere to this standard constitutes unprofessional conduct. The student teaching course will require the student teacher to record at least three-four lessons over the course of the semester. The video recording will be uploaded in GoReact (through the course Canvas shell) and watched only by ASU faculty. Before recording the lessons in the student teaching placement, this should be discussed with the mentor teacher and the ASU Video Release form should be sent home with all students in the class. It is the student teacher's responsibility to collect and keep the signed forms, demonstrating responsibility for maintaining student records (TOI, Domain 4g). ASU Video Release Form ([English](#), [Spanish](#))

What to Expect in your Student Teaching Experience

Your Role, as a Student Teacher

During your student teaching semester, you are both a student within the university and a preservice teacher in your assigned school.

- You are a student with respect to your relationship with MLFTC, mentor teacher, and faculty with whom you work.
- You are a preservice teacher with respect to your students, their parents, the school principal, and other school staff. You are expected to maintain a high professional and ethical standard and adhere to all professional policies of the university *and* school site.
- All student teachers must assume the lead responsibility for classroom teaching, grading, and lesson planning for **a minimum of a two week span**. Student teachers serving as the teacher of record will hold full responsibility for the classroom on day one.
- Student teachers should note that the university calendar may not coincide with the district calendar. Student teachers will follow their district calendar for holidays and breaks and the ASU calendar for session C dates and coursework requirements.
- Student teachers will engage in three assessment cycles (dual certificates will have two cycles in each placement setting) across the student teaching experience.
- Student teachers are encouraged to engage with their professional network, including their ASU student teaching supervisor and mentor teacher, when support and encouragement are needed.

Student Teacher Evaluations

Evaluation of student teachers is based on three observations of **teaching performance and professionalism** throughout the student teaching experience, using the MLFTC Teaching Observation Instrument (TOI). Your assigned student teaching supervisor will discuss observation cycle details (due dates and expectations) in the first PLC course meeting. The observation will be submitted through Sonia (ASU's student placement management platform). For your reference, the MLFTC Teaching Observation Instrument (TOI) can be viewed outside of Sonia [here](#).

Timecards

Timecards will be utilized to track days in the field. Student teachers must maintain a current timecard and have their mentor teacher initial weekly for verification. Timecards must reflect and meet the required student teaching time and

contain original signatures from the mentor teacher. Timecards will be submitted to the student teaching supervisor at the conclusion of each continuous improvement cycle in Canvas.

Performance Assessment Process for Undergraduate Student Teachers

Single semester placements (student teachers seeking one certification) have three performance assessment cycles during the student teaching semester- an Initial Cycle, a Midterm Cycle, and a Final Cycle. Dual placement student teachers (student teachers seeking more than one certification) have two performance assessment cycles in each placement setting- an Initial and Final Cycle in placement one and an Initial and Final Cycle in placement two. The ASU student teaching supervisor will assign the student teacher due dates for the performance assessment cycles.

Continuous Improvement Performance Assessment Cycles

The focus of the performance assessment cycle is continuous improvement. Continuous improvement will be structured in four stages: Plan, Teach, Reflect, and Improve (PTRI). The four PTRI stages will comprise one performance assessment cycle. As a mentor teacher, you will provide feedback during each stage of a cycle, including conducting formal performance assessments using the MLFTC Teaching Observation Instrument (TOI) in Sonia during the *Teach* stage. Student teachers are expected to earn a rating of “developing” or higher by the final performance assessment to pass.

Performance Assessments: During the *Teach* stage of the Initial Cycle, student teachers will be co-scored by the ASU student teaching supervisor and the mentor teacher. Each of the performance assessments will be recorded by the student teacher using the GoReact platform and submitted to ASU’s learning management system, Canvas. After each performance assessment, student teachers will review their classroom students’ work and will watch and reflect on their teaching using the MLFTC Teaching Observation Instrument (TOI). The mentor teacher will evaluate each performance assessment using the TOI, submit it to Sonia, and provide specific actionable feedback in areas of strength and ways to improve.

Follow-up support: ASU student teacher supervisors and/or mentor teachers can provide the student teacher with follow-up support after performance assessments by conducting on-the-spot or direct coaching, demonstrating lessons, modeling teaching strategies, and/or Individual Growth Plans (IGP) with specific actionable steps, as needed.

Using Sonia

Sonia is the student placement management system used at ASU’s Mary Lou Fulton Teachers college. At the start of each semester, the system will automatically generate and send every mentor teacher an email with login information (username and temporary password). All mentor teachers will submit formal observations into the system for each of the Performance Assessment (PTRI) cycles - Initial, Midterm, and Final. All forms to be completed will be found under the “forms” tab and will only display the current form needing to be completed. For assistance in Sonia, please contact your ASU student teaching supervisor or see specifics below.

Sonia Evaluation Support (ASU’s student placement management platform)	Sonia Mentor User Guide Sonia Student User Guide Video Links for all Users For Sonia technical assistance, contact the MLFTC Technology Operations team at MLFTCTechOps@asu.edu
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Tips for a Successful Student Teaching Experience

- The student teaching triad team (student teacher, mentor teacher, student teaching supervisor) should collaborate and work to build a cohesive team unit.
- Student teachers should engage in professional, reflective dialogue and be open to discussing areas of strength and growth. Engaging in professional growth conversations and implementing recommendations from the student

teaching supervisor and mentor teacher are critical to the student teacher's success.

- Student teachers should arrive at their placement following mentor teacher contract hours. Engaging in professional development days, parent-teacher conferences, etc., are professional expectations. If any course meetings conflict with professional development days or parent-teacher conferences the student should prioritize their course expectations.
- Student teachers are encouraged to engage and support school events outside of contract hours to fully experience the school's culture and community, however, these are not required.
- Student teachers should learn and use all students' names as early in the semester as possible. This will support building relationships, classroom management, and student engagement.
- Student teachers should adhere to a high professional and ethical standard of behavior and dress professionally at all times.

Weekly Coaching Meetings: As a beginning teacher, it is important to intentionally schedule weekly coaching meetings with your mentor teacher to discuss progress, upcoming district, school or classroom events, ASU coursework requirements, and other items. These collaborative meetings can be a time to seek feedback on areas of growth, strength, and informal goals for the upcoming weeks. This time can also be used to update and initial the timecard, verifying days present each week.

Progression Guides: Each placement setting will be unique, but the following documents can be used as a guide with suggestions on how the weeks can unfold in regards to progression of the student teacher and shared responsibilities.


[Progression Chart - the paid/contracted \(job-embedded\) student teacher](#)

[Progression Chart - the traditional student teacher](#)

Structured Support

Providing Support to Student Teachers

The mentor teacher and ASU faculty supervisors will be an integral part of the MLFTC personalized support model for our student teachers. The model has three tiers, as documented in more detail below.

Core Instructional Team <ul style="list-style-type: none">• ASU Student• Mentor Teacher• ASU faculty and staff	
Coordinated Care Team <ul style="list-style-type: none">• Representative from the Office of Academic and Career Success (OACIS)	
Critical Team <ul style="list-style-type: none">• Division Leadership and Representative from the Office of Academic & Career Success (OACIS)	

Two levels of Support:

- Individual Growth Plan (**IGP**) - defined as a *plan of action* made by ASU faculty and the student teacher
- Supporting Our Students (**SOS**) - defined as an *escalated level* of support needed by the student teacher, usually immediate assistance is needed

Submission of an IGP is done by an ASU faculty member and will require a plan of action to be written after an area of focus has been identified. Clear actionable steps to be taken by the student teacher and anyone else involved as well as a timeline will be documented. The IGP is submitted within the same link as the SOS and will provide an outside template to be completed, saved, and shared with the student teacher.

Reasons to contact the ASU student teaching supervisor when considering if an IGP is needed:

- Concerns with a student teacher's level of progression in professionalism and/or delivery of instruction, ability to safely manage a classroom, etc.

Examples: Student teacher was late multiple times to placement without communication -or- scored Not Met/Unsatisfactory on initial observation -or- student teacher struggling to align goals & objectives to standards -or- student teacher struggling to manage student behavior -or- student teacher struggling with professionalism.

- Excessive absences, those beyond the 5 allotted days, will result in a written plan to address how the student teacher will make up the absences (could be beyond the ASU semester)

Submission of an SOS can be done by any member of the core instructional team (student teacher themselves, ASU faculty, mentor teacher). Upon submission, the Care Management Team at ASU is immediately notified. The Care Management Team reviews the SOS, meets with the student teacher & other parties involved, determines next steps, & coordinates follow-up support or monitoring.

Reasons to submit an SOS:

- Violation of ASU or MLFTC policies, or other issues that require leadership and coordinated care strategist intervention
- Concern for a student teacher's well-being that is outside of their academic performance but may impact performance *Examples: A student teacher has experienced a recent loss, noticeable change in health or behavior, expresses feelings of being overwhelmed, etc.*
- Click [here to submit an SOS form](#)

Relevant Policies

Release from Student Teaching Placement

All teacher candidates enrolled in the Mary Lou Fulton Teachers College must follow the ASU Student Code of Conduct, the Teachers College Retention and Continuation Policy, as well as all policies/procedures established by the local education agency, school district, and/or school in which they are engaged in clinical experience, which include student teaching and internships. If a student is released from an internship or student teaching and would like to repeat the course in a future semester, that student must petition to do so.

Process:

- The intern or student teacher must meet with the Care Team. This will typically include the Director of Student Success Team, the Associate Director for Teacher Preparation, a representative from Professional Education Services, and the Care Coordinator.
 - During this meeting, in partnership with the student, the team will discuss what led to the dismissal including the student's perspective.
 - Options for moving forward are presented to the student (i.e. move to non-certification pathway or petition for re-placement during the semester or a future semester).
- Should the student wish to be placed again, the student will be asked to write a petition for re-placement. This should include their plan to resolve the situation and/or circumstances that resulted in the removal from the internship or student teaching
- This petition is reviewed by the Division Faculty Representative for approval or denial. The representative will officially inform the student, by letter, of their decision and next steps. It will also include a decision on if a student can be re-placed during that same semester or will need to wait for a future semester.
- If approved, the Care Team meets with the student again to create a Professional Improvement Plan (PIP) outlining expectations for continued professional growth and academic development.
 - The Care Team may also include follow up requirements such as requiring a meeting with another Success Team Member.
 - Faculty may decide to implement an Individualized Growth Plan (IGP) after the student is re-placed.

If the intern or student teacher violates the rules, policies, or procedures for conduct established by the school, district, local education agency, ASU, Teachers College, and/or the law while on a PIP for unprofessional behavior, they may be released from the initial teacher certification program. Individuals may be eligible to pursue other non-certification degree options within Teachers College or programs in other colleges at ASU. In certain circumstances, those who are released may petition to continue in their current academic plan, subject to review by leadership.

If it is determined that the allegations of a violation of unprofessional behavior resulting in the request for the release from the school/district are warranted, one or all of the following actions may result. The intern or student teacher:
will be released from the internship or student teaching placement.

will receive a failing grade (E) for the internship or student teaching course*.

will not be assigned another internship or student teaching placement during the same semester in which the teacher candidate was assigned a failing grade.

may not withdraw from the internship/clinical experience course or student teaching course. If a withdrawal is processed by the Office of the Registrar, the grade will be administratively changed to an (E).

*If an intern or student teacher wishes to appeal the (E) grade, they can follow the grade appeal process as outlined on the Teachers College website. The first step in the grade appeal process is to meet with the course instructor. Students have 10 business days to appeal a grade.

Illness

If the student teacher becomes ill during the semester, they may be eligible for an Incomplete or Medical Withdrawal. The Professional Education Services team will work cooperatively with the student and ASU faculty supervisor to determine eligibility for an Incomplete or Medical Withdrawal. If a student meets the requirements it is sent to the Vice Dean for approval.

- If the student is granted an Incomplete or Medical Withdrawal, they must complete a new student teaching application placement request upon returning to the Professional Teacher Preparation Program.

Nepotism Policy

In order to avoid situations where there could be an appearance of favoritism or conflict of interest, student teachers will not be assigned to a mentor teacher who is a relative. Additionally, student teachers will not be placed where relatives are employed by the school or attending the school. As defined in ASU's Staff Personnel Manual, SPP 205, a relative is a parent, step-parent, parent-in-law, brother, step-brother, sister, step-sister, spouse, son, step son, daughter, step-daughter, brother-in-law, sister-in-law, son-in-law, daughter-in-law, grandparent, great-grandparent, grandchild, great-grandchild, aunt, uncle, niece, nephew, or cousin. This policy also applies to individuals in a romantic or sexual relationship and members of the same household.

Valid DPS Fingerprint Clearance Card

A valid DPS IVP Fingerprint Clearance Card is required for all student teachers. Students are responsible for ensuring their card does not expire while in the program. Any student who has their fingerprint card revoked, suspended, or modified has a duty to immediately report this to the Professional Education Services. Failure to do so may result in removal from the teacher preparation program. Visit the [AZ DPS Fingerprint Clearance Site](#) to apply or renew.

- **Arizona Residents** - Include a copy of your IVP fingerprint clearance card (front and back) or Arizona DPS fingerprint card application if you do not have the card at the time of application. Visit the [AZ DPS Fingerprint Clearance Site](#) for information on applying for and receiving your IVP fingerprint clearance card.
- **Non-Arizona Residents** - Applicants residing in another state are responsible for ensuring that they are aware of their individual state and local district's/school's unique fingerprint and background check requirements for any clinical placements in a PreK-12 school setting as well as anticipated applicable timelines for completion of those requirements so that the applicant can timely complete the requirements in advance of any placement. It is the applicant's responsibility to comply with all such requirements prior to placement.

Grades

Students earn a grade for the student teaching course as described in the course syllabus. Students must successfully complete **ALL course requirements** as set forth in the student teaching course syllabus including satisfactory evaluations.

Essential Functions

As a credentialing institution of the State of Arizona, our mission is to prepare teachers for service in P-12 school settings. As such, MLFTC students are required to complete multiple Professional Experiences (internships and student teaching) in which they must be able to perform the essential functions of teaching. The essential functions required by MLFTC are in the areas of physical capacity, cognitive flexibility, and communication. The ability to perform these essential functions is a requirement for successful completion of the teacher preparation program. Reasonable accommodations may be made to enable qualified individuals with disabilities to perform these essential functions.

Teaching is a demanding profession, requiring a great deal of physical, mental, and emotional stamina in which the safety and well-being of children and youth are paramount. Student teachers will spend the majority of their days standing while interacting with K-12 students in all learning environments. Escorting students from one classroom to another and maneuvering through tight spaces between desks or other classroom furniture is commonplace. In early childhood and elementary settings, circulating around and moving quickly along uneven surfaces on the playground is necessary. Student teachers may also be required to monitor and assist students when they arrive and depart from the school at bus

or parent pick-up locations. Playground and bus duties can require teachers to spend time outdoors in extreme heat during Arizona summers or extreme cold during winters elsewhere.

Working with K-12 students also entails kneeling or squatting, stooping, and bending from 50-70 degrees at the waist frequently throughout the day. Reaching at, below, or above shoulder height to write on the chalk/whiteboard and using technology and audio-visual equipment requires significant manual dexterity. Occasionally, student teachers will be required to lift and or move up to 30 pounds. These physical requirements allow effective student teachers to engage students in activities and materials that challenge and sustain the attention of students during instructional plans.

The cognitive demands of student teaching require that student teachers master relevant content in all subjects taught in the assigned classroom, use personal modeling to demonstrate performance expectations with precise and correct command of the English language, provide oral and written feedback that is academically focused, frequent and of high quality, and use of content specific instructional strategies that enhance student content knowledge. Student teachers must also be able to provide differentiated instruction to ensure that all children have the opportunity to master what is being taught. In addition, student teachers must maintain emotional control under stress and establish rules for learning and behavior both inside the classroom and on all other areas of the school grounds by monitoring student safety and behavior. Student teachers will be evaluated using the ASU MLFTC Teaching Observation Instrument (TOI) across these essential functions of student teaching.

The physical, cognitive, and communicative demands described here are representative of those that must be met by student teachers to successfully perform the essential functions of their assigned Professional Experiences. Reasonable accommodations may be made to enable qualified individuals with disabilities to perform these essential functions.

Accommodations

Mary Lou Fulton Teachers College is committed to student success and ensures an inclusive learning environment for all students. Students with disabilities or disabling health conditions who need accommodations are required to document their condition with **Student Accessibility and Inclusive Learning Services (SAILS)**. Mary Lou Fulton Teachers College encourages admitted students with disabilities or disabling health conditions who believe that they need accommodations to register with the SAILS prior to enrolling in the program. That way, all reasonable accommodations can be in place at the beginning of the program. Students who are registered with SAILS will be key participants in establishing reasonable and appropriate accommodations with course instructors. Students need to re-register with SAILS every semester they are enrolled at ASU.

Forms and Templates - Student Teachers

<p>ASU MLFTC Teaching Observation Instrument (TOI)</p> <ul style="list-style-type: none"> Student Teachers use ALL of TOI <p>ASU MLFTC Teaching Observation Instrument Companion Guide (for mentor teachers and student teachers)</p>	<p>Link: ASU MLFTC Teaching Observation Instrument (TOI) - mockup*</p> <p>Link: ASU MLFTC Teaching Observation Instrument (TOI) Companion Guide</p> <p><i>*mockup - a reference guide. All evaluations will be submitted in Sonia</i></p>
<p>Lesson Plan Templates (to be used for all clinically-embedded assignments and formal lesson observations in the professional field experience settings)</p>	<p>Link: Direct Instruction Lesson Plan Template Link: Inquiry-Based (5E) Lesson Plan Template</p> <p>Fine Arts: (lesson templates and exemplars)</p> <ul style="list-style-type: none"> Link: Physical Education template, PE example Link: Art template, Art example
<p>ASU Video Release Form</p>	<p>Link: English version Link: Spanish version</p>

Student Teacher: Absence Form	Link: Student Teacher Absence Form
Student Teacher: Timecard	Link: Student Teacher Timecard



Section Four: ASU Undergraduate Internships

Internships serve as experiential learning opportunities to expose teacher candidates to schools, Pk-12 classrooms, and high-quality mentor teachers. Throughout these internship experiences, interns will have the opportunity to engage under the direction of a mentor with Pk-12 students. The ASU coursework is designed to have a direct, embedded connection into the field experiences throughout your semesters and is a critical component of your teacher preparation program. Please read this guide **CAREFULLY** and keep it available for reference during the semester. Your course syllabus and instructor will provide additional course and assignment-specific information.

Internship Placements & Process

Interns may not secure their own professional field experience placements.

The Professional Education Services (PES) team works in partnership with district and school representatives to secure internship placements within 25 miles one-way of the student's home campus. Several considerations are used for securing internships: ASU program requirements with particular internship sites (when applicable), choice of city and district, home campus, mentor teacher availability, and local address listed in the intern's MyASU profile.

Once the internship application is completed in Sonia (ASU's student placement management platform) by the designated deadline, the placement process is initiated. When the PES team has a placement secured, interns are notified through an automated email from Sonia. Interns should then work with their placement coordinator or district to complete any additional district background clearance requirements. A delay in completing background requirements will cause a delay in beginning the internship and may forfeit the placement.

Waivers: If an internship placement is not secured by the second week of the ASU semester, the student qualifies for a **waiver** from the Professional Education Services team. The course instructor will be notified of any student internship waivers. The waived hours should be documented on the intern timecard.

Concerns with Professional Experience Placement

Students should contact the ASU faculty member supporting their professional experience (clinically-embedded course instructor) to seek assistance and advice. ASU faculty members are versed in communicating with students and mentor teachers throughout the semester explaining course requirements and expectations, and helping with any concerns as needed. If a student requests a change in a Professional Experience assignment, the policy/information should be read and discussed by the student and faculty member.

If the faculty member determines that a new assignment is needed based on policy, they will direct the student to the Professional Education Services email: MLFTC-PES@asu.edu and complete an SOS. Click [here for form](#)

Requesting a Change in Internship Placement: The internship placement will be changed only if:

- The placement is not appropriate based on the student's program requirements.
- The school is located more than 25 miles one-way from the student's campus of admission/affiliation.
- The school/district recommends a different mentor teacher.
- A change of placement was approved by the Professional Education Services team.
- Incompatibility/mentor teacher declines — No fault of the student: If a mentor teacher withdraws from their duties due to illness or other unforeseen circumstance or if the match between the student and mentor teacher is deemed uncongenial, arrangements will be made for a new placement.
- Mentor teacher absences: If a mentor teacher is absent beyond 10 days, the ASU faculty member, principal, student, and the director of the Professional Education Services meet to discuss a placement plan from the following options:
 - Student remains in current placement with a substitute in the room, functioning as the mentor teacher.
 - The student receives a new placement.
 - The student receives a temporary placement until the mentor teacher returns. Upon the return, a decision will be made on which placement to complete.

Delay in Placement/Change in Placement: Change in placement requests will be identified as quickly as possible. At

times, placement changes may result in lost time in the field. Students are still expected to meet the minimum requirements of their certification area and complete clinically-embedded course expectations so more time in the professional field experience setting may be needed.

Getting Started with your Internship Experience

You are **required** to have the following items prior to beginning your professional field experience:

1. A valid Department of Public Safety (DPS) **IVP fingerprint clearance card** and a copy of the card on file with the Office of Academic & Career Success.
2. **NOTE:** Any student who has their fingerprint card *revoked, suspended* or modified has a duty to immediately report this to the Office of Academic & Career Success.
3. **Private reliable transportation.**
4. Some districts require completion of a secondary **background check or additional paperwork** before beginning field placements. Check with your placement coordinator or school district to ensure all required process steps are completed.

There are some common characteristics which contribute to a successful experience for students and mentor teachers. We ask that the **INTERN** please consider the following:

1. Exchange contact information with the mentor teacher and collaboratively work out a routine schedule for the semester (i.e. What days/time will the mentor be teaching the content the is needed for your internship? Where should you park? Should you go directly to the classroom each visit?). Determine the best way to communicate (email, text, phone, etc.) and provide expectations for appropriate response times.
2. Discuss being involved with the classroom students from the beginning, seek opportunities to be an active participant in the ongoing daily activities and learning of the classroom including while the mentor is tutoring individuals and small groups of students and teaching whole group lessons. As appropriate, request to be involved in classroom management activities (e.g., taking attendance, transitions, etc.).
3. Ask the mentor teacher to provide opportunities for practice in applying instructional strategies and seek formative feedback regarding teaching and performance. Involve yourself in lesson planning and seek pre-approval for all lessons designed for the classroom.
4. Arrange for intentional time to debrief and collaborate with the mentor teacher when you are on campus.
5. Continually seek opportunities to observe interactions with colleagues and families.
6. Assist the mentor teacher in completing the Initial, Midterm, and Final evaluations in Sonia by the due date. Review the evaluations and discuss areas of strengths and ways to grow professionally. *Login information will be emailed at the start of the semester.*

We ask that interns do **not**:

- Complete work of a personal nature for the mentor teacher, such as running errands off the school grounds.
- Sit in the back of the classroom, disengaged from students and the instruction. Seek suggestions for intentional observations or specific note-taking.
- Regularly complete tasks that are out of the classroom space (interns need to watch and do to learn).
- Manage the classroom without direct observation from the mentor teacher (excludes contracted interns).

Your Role, as an ASU Intern

- While in your field placement setting, you are a student with respect to your relationship with MLFTC, mentor teacher, and faculty with whom you work.
- You are a preservice teacher with respect to your students, their parents, the school principal and other school staff. You are expected to maintain a high professional and ethical standard and adhere to all professional policies of the university *and* school site.
- All interns will eventually assume a level of responsibility for classroom teaching (small and whole group), some light grading, and discussions of lesson planning.
- Interns should note that the university calendar may not coincide with the district calendar. Interns should communicate and plan ahead with their mentor teacher for holidays and breaks in regard to the ASU/district calendar.

Internship Start and End Dates

ASU interns are encouraged to connect with their mentor teachers as soon as the placement is confirmed and set up a date to begin. Interns who are in an approved paid/contracted (job-embedded) positions in conjunction with their professional experiences will follow the contracted start/end dates.

Timecards

Timecards will be utilized to track hours in the field. It is critical that interns maintain a current timecard and have their **mentor teacher initial at each visit** for verification. Timecards must reflect and meet the required professional field experience minimum time (as per the course expectations) and contain original signatures from the mentor teacher. Timecards will be submitted to the ASU course instructor of the clinically-embedded course (through Canvas) at least three times during the semester (see course syllabus for due dates).

Intern Evaluations

Evaluation of interns is based on three progress reports (Initial, Midterm, and Final) submitted by the mentor teacher in Sonia (ASU's student placement management platform). The purpose of the progress report is to encourage frequent communication between the mentor teacher, intern, and the ASU instructor on the intern's progress and overall performance in regard to teaching performance and professionalism. For your reference, the Intern Progress Report can be viewed outside of Sonia [here](#). Interns are expected to earn the rating of "developing" by the end of the semester in each of the applicable areas. Students scoring a "Not Met - performance is unsatisfactory" will earn a score of zero on the current Progress Report Assignment. Students who do not successfully complete the internship component will not be eligible to pass the course.

Professionalism

Professionalism during internships is of the utmost importance. Professionalism is viewed as the intern's level of collaboration, reflection, building and maintaining professional relationships, initiative and enthusiasm, and overall responsiveness to coaching.

- Interns who fail to conduct themselves in a professional manner may result in being released from the professional field experience setting and terminated from employment (in paid/contracted placements).
- **Dress code** - Professional, appropriate dress is expected. Interns will follow the dress code policy for the school or district where they are placed. In placements where there is no formal dress code policy, interns should dress appropriately with clothing and shoes that do not distract from the learning environment.

Use of Recording Devices in Internships

The use of any recording must be in conformance with the pedagogical reason and with the provisions of the Family Educational Rights and Privacy Act (FERPA). Any failure to adhere to this standard constitutes unprofessional conduct. The internship will require at least one lesson recording over the course of the semester. The video recording will be uploaded in GoReact (through the course Canvas shell) and watched only by ASU faculty. Before recording the lessons in the internship placement, this should be discussed with the mentor teacher and the ASU Video Release form may be sent home with students in the class if requested. It is the intern's responsibility to collect and keep the signed forms, demonstrating responsibility for maintaining student records (TOI, Domain 4g). ASU Video Release Form ([English](#), [Spanish](#))

Coaching Meetings with Mentor Teacher

As a preservice teacher, it is important to intentionally schedule coaching meetings with your mentor teacher to discuss progress, upcoming district, school or classroom events, ASU coursework requirements, and other items. These collaborative meetings can be a time to seek feedback on areas of growth, strength, and informal goals for the upcoming weeks. This time can also be used to remind mentor teachers about upcoming progress reports due in Sonia, update and initial the timecard, and discuss any upcoming coursework expectations in field placement settings.

Progression of Intern Responsibilities

Interns are required to be actively engaged in all elements of the classroom beginning the first week/first visit of the placement. Interns should assume teaching responsibilities as suggested in the chart below. Please note that not all interns will start their field placement on week one of the semester, and may not fulfill the internship expectations across the whole semester. The “Weeks” and “Hours” columns below will help suggest what mentor and intern responsibilities should be throughout the weeks or hours in placements.

Weeks	Hours	Mentor Responsibilities	Intern Responsibilities
Weeks 1-4	<p>20-hour internship = hours 1.5-5 <i>*20-hour internships will start after Week 3 of the semester</i></p> <p>45-hour internship = hours 3-12</p> <p>60-hour internship = hours 4-16</p>	<ul style="list-style-type: none"> • Introduce intern to students, grade level, staff, administration • Set up a schedule of observation days/times • Discuss ASU coursework completion expectations in placement classroom • Model and discuss teaching, planning, and decisions made in the classroom • Initial timecard weekly 	<ul style="list-style-type: none"> • Observe mentor teacher • Begin asking to lead small group instruction or mini lessons with mentor teacher guidance • Discuss ASU coursework expectations (plan dates for assigned tasks in placement) • Maintain your timecard weekly with the mentor teacher's initials
Weeks 5-9	<p>20-hour internship = hours 5-12</p> <p>45-hour internship = hours 12-27</p> <p>60-hour internship = hours 16-36</p>	<ul style="list-style-type: none"> • Continue to model and discuss teaching, planning, and decisions made in the classroom • Allow intern some responsibilities (small group instruction, mini-lessons) • Allow the intern some leadership opportunities (attendance, bell work, dismissal, etc.) • Initial timecard weekly 	<ul style="list-style-type: none"> • Continue to observe the mentor teacher • Assume some responsibilities and leadership opportunities (small group instruction, mini-lessons, attendance, bell work, dismissal, etc. with some mentor teacher guidance) • Continue discussing ASU coursework expectations (plan dates/topics for assigned tasks in placement) • Maintain your timecard weekly with the mentor teacher's initials
Weeks 10-15	<p>20-hour internship = hours 12-20</p> <p>45-hour internship = hours 27-45</p> <p>60-hour internship = hours 36-60</p>	<ul style="list-style-type: none"> • Allow intern to plan and teach whole group instruction • Provide feedback to the intern on teaching practices and professionalism • Initial timecard weekly and sign for the final submission 	<ul style="list-style-type: none"> • Plan and teach whole group instruction • Maintain your timecard weekly with the mentor teacher's initials and signature of the mentor teacher for the final submission
<p><i>This table is meant to be a guide for gradually increasing the role and responsibility of interns. Please adjust to meet the needs of your classroom and/or student assignment due dates.</i></p>			

Getting to Know your Mentor Teacher - Communication Starters

Interns are responsible for contacting their mentor teacher during the first week of the semester (or as soon as the placement is secured) to arrange a start date. Consider some of the following communication starters to help you facilitate a professional conversation when you are meeting your mentor teacher for the first time.

Questions to consider when meeting your Mentor Teacher:

Expectations:

- What are your expectations for/of me?
- How might I be of assistance to you during my internship?
- What can I expect from you?

Communication:

- How should we handle communication?
- When can we talk about the day's activities?
- When can we talk about my coursework assignments?

Instruction and Management:

- What are your routines and procedures for discipline, classroom management, and organization?
- How would you want me to respond to students who approach me with questions? Are there any guidelines?
- How would you like me to help your students? Would you like me to tutor or give special help to?
- Students who have been absent?
- Students identified as gifted? Students identified as non-English proficient? Students who have an IEP?
- May I review your teaching files/resources and make copies of materials for my future use?
- How might I help you with future projects, units or lessons?

School and Culture:

- Are there any personnel in special education, special area teachers, team members, instructional coaches and/or administrators that I could benefit from?
- How would you like me to interact with parents?
- Might there be an opportunity for me to observe an interaction with a parent or attend a parent/teacher conference?

Using Sonia

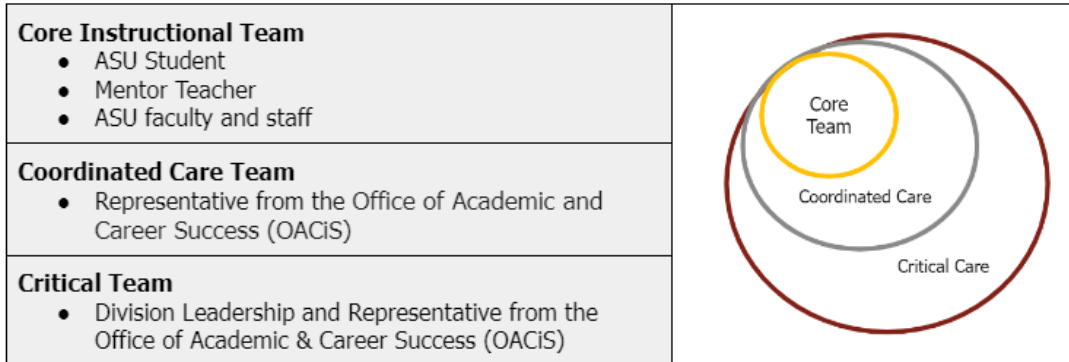
Sonia is the student placement management system used at ASU's Mary Lou Fulton Teachers college. At the start of each semester, the system will automatically generate and send every mentor teacher an email with login information (username and temporary password). Mentor teachers will submit all three progress reports into the system - Initial, Midterm, and Final. All forms to be completed will be found under the "forms" tab and will only display the current form needing to be completed. For assistance in Sonia, please contact your ASU faculty member or see specifics below.

Sonia Evaluation Support (ASU's student placement management platform)	Sonia Mentor User Guide Sonia Student User Guide Video Links for all Users For Sonia technical assistance, contact the MLFTC Technology Operations team at MLFTCTechOps@asu.edu
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Structured Support

Providing Support to Teacher Candidates

As a mentor teacher, you will be an integral part of the MLFTC personalized support model for our students. The model has three tiers, as documented in more detail below.



Two levels of Support:

- Individual Growth Plan (**IGP**) - defined as a *plan of action* made by ASU faculty and the ASU intern
- Supporting Our Students (**SOS**) - defined as an *escalated level* of support needed by the intern, usually immediate assistance is needed

Submission of an IGP is done by an ASU faculty member and will require a plan of action to be written after an area of focus has been identified. Clear actionable steps to be taken by the ASU intern and anyone else involved as well as a timeline will be documented. The IGP is submitted within the same link as the SOS and will provide an outside template to be completed, saved, and shared with the ASU intern.

Reasons to contact the ASU student teaching supervisor when considering if an IGP is needed:

- Concerns with an intern's level of progression in professionalism and/or delivery of instruction, ability to safely manage a classroom, etc.
Examples: ASU intern was late multiple times to placement without communication -or- scored Not Met/Unsatisfactory on initial progress report -or- intern struggling to align goals & objectives to standards -or- intern struggling to manage student behavior -or- intern struggling with professionalism.
- Excessive absences, without communication, may result in a written plan to address how the intern will complete expected hours in placement (could result in a failing grade)

Submission of an SOS can be done by any member of the core instructional team (ASU intern themselves, ASU faculty, mentor teacher). Upon submission, the Care Management Team at ASU is immediately notified. The Care Management Team reviews the SOS, meets with the intern & other parties involved, determines next steps, & coordinates follow-up support or monitoring.

Reasons to submit an SOS:

- Violation of ASU or MLFTC policies, or other issues that require leadership and coordinated care strategist intervention
- Concern for an intern's well-being that is outside of their academic performance but may impact performance
Examples: An intern has experienced a recent loss, noticeable change in health or behavior, expresses feelings of being overwhelmed, etc.
- Click [here to submit an SOS form](#)

Relevant Policies

Release from Internship Placement

All teacher candidates enrolled in the Mary Lou Fulton Teachers College must follow the ASU Student Code of Conduct, the Teachers College Retention and Continuation Policy, as well as all policies/procedures established by the local education agency, school district, and/or school in which they are engaged in clinical experience, which include student teaching and internships. If a student is released from an internship or student teaching and would like to repeat the course in a future semester, that student must petition to do so.

Process:

- The intern or student teacher must meet with the Care Team. This will typically include the Director of Student Success Team, the Associate Director for Teacher Preparation, a representative from Professional Education Services, and the Care Coordinator.
 - During this meeting, in partnership with the student, the team will discuss what led to the dismissal including the student's perspective.
 - Options for moving forward are presented to the student (i.e. move to non-certification pathway or petition for re-placement during the semester or a future semester).
- Should the student wish to be placed again, the student will be asked to write a petition for re-placement. This should include their plan to resolve the situation and/or circumstances that resulted in the removal from the internship or student teaching
- This petition is reviewed by the Division Faculty Representative for approval or denial. The representative will officially inform the student, by letter, of their decision and next steps. It will also include a decision on if a student can be re-placed during that same semester or will need to wait for a future semester.
- If approved, the Care Team meets with the student again to create a Professional Improvement Plan (PIP) outlining expectations for continued professional growth and academic development.
 - The Care Team may also include follow up requirements such as requiring a meeting with another Success Team Member.
 - Faculty may decide to implement an Individualized Growth Plan (IGP) after the student is re-placed.

If the intern or student teacher violates the rules, policies, or procedures for conduct established by the school, district, local education agency, ASU, Teachers College, and/or the law while on a PIP for unprofessional behavior, they may be released from the initial teacher certification program. Individuals may be eligible to pursue other non-certification degree options within Teachers College or programs in other colleges at ASU. In certain circumstances, those who are released may petition to continue in their current academic plan, subject to review by leadership.

If it is determined that the allegations of a violation of unprofessional behavior resulting in the request for the release from the school/district are warranted, one or all of the following actions may result. The intern or student teacher:

- will be released from the internship or student teaching placement.
- will receive a failing grade (E) for the internship or student teaching course*.
- will not be assigned another internship or student teaching placement during the same semester in which the teacher candidate was assigned a failing grade.
- may not withdraw from the internship/clinical experience course or student teaching course. If a withdrawal is processed by the Office of the Registrar, the grade will be administratively changed to an (E).

*If an intern or student teacher wishes to appeal the (E) grade, they can follow the grade appeal process as outlined on the Teachers College website. The first step in the grade appeal process is to meet with the course instructor. Students have 10 business days to appeal a grade.

Illness

If the student becomes ill during the semester, they may be eligible for an Incomplete or Medical Withdrawal. The Professional Education Services team will work cooperatively with the student and instructor to determine eligibility for an Incomplete or Medical Withdrawal. If a student meets the requirements it is sent to the Division Director for approval.

If the student is granted an Incomplete or Medical Withdrawal, they must complete a new internship application for placement upon returning to the Professional Teacher Preparation Program.

Nepotism Policy

In order to avoid situations where there could be an appearance of favoritism or conflict of interest, interns will not be assigned to a mentor teacher who is a relative. Additionally, interns will not be placed where relatives are employed by the school or attending the school. As defined in ASU's Staff Personnel Manual, SPP 205, a relative is a parent, step-parent, parent-in-law, brother, step-brother, sister, step-sister, spouse, son, step son, daughter, step-daughter, brother-in-law, sister-in-law, son-in-law, daughter-in-law, grandparent, great-grandparent, grandchild, great-grandchild, aunt, uncle, niece, nephew, or cousin. This policy also applies to individuals in a romantic or sexual relationship and members of the same household.

Grades

Students earn a grade for the course as described in the course syllabus. The course grade includes successful completion of internship requirements and the successful completion of all course requirements.

Essential functions

As a credentialing institution of the State of Arizona, our mission is to prepare teachers for service in Pk-12 school settings. As such, MLFTC students are required to complete multiple Professional Experiences (internships and student teaching) in which they must be able to perform the essential functions of teaching. The essential functions required by MLFTC are in the areas of physical capacity, cognitive flexibility and communication. The ability to perform these essential functions is a requirement for successful completion of the teacher preparation program. Reasonable accommodations may be made to enable qualified individuals with disabilities to perform these essential functions.

Teaching is a demanding profession, requiring a great deal of physical, mental and emotional stamina in which the safety and well-being of children and youth is paramount. Interns will spend the majority of their days in placement standing while interacting with Pk-12 students in all learning environments. Escorting students from one classroom to another and maneuvering through tight spaces between desks or other classroom furniture is commonplace. In early childhood and elementary settings, circulating around and moving quickly along uneven surfaces on the playground is necessary. Interns may also be required to monitor and assist students when they arrive and depart from the school at bus or parent pick-up locations. Playground and bus duties can require teachers to spend time outdoors in extreme heat during Arizona summers or extreme cold during winters elsewhere.

Working with Pk-12 students also entails kneeling or squatting, stooping, and bending from 50-70 degrees at the waist frequently throughout the day. Reaching at, below, or above shoulder height to write on the chalk/white board and using technology and audio-visual equipment requires significant manual dexterity. Occasionally, interns will be required to lift and or move up to 30 pounds. These physical requirements allow the effective interns to engage students in activities and materials that challenge and sustain the attention of students during instructional plans.

The cognitive demands of internship require that interns master relevant content in all subjects taught in the assigned classroom, use personal modeling to demonstrate performance expectations with precise and correct command of the English language, provide oral and written feedback that is academically focused, frequent and of high quality, and use of content specific instructional strategies that enhance student content knowledge. Interns must also be able to provide differentiated instruction to ensure that all children have the opportunity to master what is being taught. In addition, interns must maintain emotional control under stress and establish rules for learning and behavior both inside the classroom and on all other areas of the school grounds by monitoring student safety and behavior. Interns will be evaluated using the [ASU MLFTC Teaching Observation Instrument \(TOI\)](#) - Domain 4: Principled Teaching, across these essential functions of internship.

The physical, cognitive, and communicative demands described here are representative of those that must be met by interns to successfully perform the essential functions of their assigned professional experiences. Reasonable accommodations may be made to enable qualified individuals with disabilities to perform these essential functions.

Accommodations

Mary Lou Fulton Teachers College is committed to student success and ensures an inclusive learning environment for all students. Students with disabilities or disabling health conditions who need accommodations are required to document their condition with **Student Accessibility and Inclusive Learning Services (SAILS)**. Mary Lou Fulton Teachers College encourages admitted students with disabilities or disabling health conditions who believe that they need accommodations to register with the SAILS prior to enrolling in the program. That way, all reasonable accommodations can be in place at the beginning of the program. Students who are registered with SAILS will be key participants in establishing reasonable and appropriate accommodations with course instructors. Students need to re-register with SAILS every semester they are enrolled at ASU.

Advancing into a student teaching placement

Planning forward in your semesters is imperative to your success during your student teaching semester. Please review the application and approval process so you are able to plan towards your final semester in the MLFTC teacher preparation program.

Applying for Student Teaching: All students must complete the Planning for Student Teaching module (directions will be sent) and complete a Request for Student Teaching (in Soina) in the semester *preceding* the final student teaching semester.

Approval for Student Teaching & Academic Requirements: To be eligible to progress into student teaching, a student must be in good academic standing with MLFTC and all outstanding courses. The Office of Academic and Career Services (OACiS) approves/disapproves progression to student teaching based on academic progress. Eligibility to progress into student teaching requires the following:

- Completion of a student teaching application in Sonia by the designated deadline or completing the process required by the partnership program
- Cumulative ASU GPA of 2.25 or higher for undergraduate students
- Completion of all required coursework with a grade of “C” or higher
- Satisfactory completion of all required Internships
- Review of academic record and approval by the OACiS (Students who have a Performance Improvement Plan (PIP) in place must have successfully met all criteria of the PIP and be in good standing.)

Paid Placement (Job-Embedded) Process: Students seeking to use a paid placement for their student teaching semester will need to work with Professional Education Services (PES) to verify the position will match their program requirements **BEFORE** signing a contract. If you have questions about paid placements, please reach out to mlftc-pes@asu.edu.

Students who have academic deficiencies as outlined above will not be approved to student teach until the deficiencies are completed. For undergraduates this includes: general studies, foundational course requirements, electives major and or minor requirements must be completed prior to the start of student teaching.

Students who wish to take a course concurrent with student teaching, in addition to the courses required during the student teaching semester, must be approved by their advisor. The course must be offered in the evening or online and cannot conflict with student teaching contracted hours. Student teachers are required to enroll in a student teaching course as outlined in their program of study. Students should work with their academic advisor to ensure proper course enrollment is met.

Forms & Templates - Interns

<p>ASU MLFTC Teaching Observation Instrument (TOI)</p> <ul style="list-style-type: none"> Interns use Domain 4 for progress reporting <p>ASU MLFTC Teaching Observation Instrument Companion Guide (for mentor teachers and interns)</p>	<p>Link: ASU MLFTC Teaching Observation Instrument (TOI) - mockup*</p> <p>Link: ASU Intern Progress Report - mockup*</p> <p>Link: ASU MLFTC Teaching Observation Instrument (TOI) Companion Guide</p> <p><i>*mockup - a reference guide. All evaluations will be submitted in Sonia</i></p>
<p>Lesson Plan Templates (to be used for all clinically-embedded assignments and formal lesson observations in the professional field experience settings)</p>	<p>Link: Direct Instruction Lesson Plan Template</p> <p>Link: Inquiry-Based (5E) Lesson Plan Template</p> <p>Fine Arts: (lesson templates and exemplars)</p> <ul style="list-style-type: none"> Link: Physical Education template, PE example Link: Art template, Art example
<p>ASU Video Release Form</p>	<p>Link: English version</p> <p>Link: Spanish version</p>
<p>Intern: Timecard</p>	<p>Link: Intern Timecard</p>

ASU MLFTC Forms & Templates

<p>ASU MLFTC Teaching Observation Instrument (TOI)</p> <ul style="list-style-type: none"> • Student Teachers use ALL of TOI • Interns use Domain 4 for progress reporting <p>ASU MLFTC Teaching Observation Instrument Companion Guide (for mentor teachers, student teachers, and interns)</p>	<p>Link: ASU MLFTC Teaching Observation Instrument (TOI) - mockup*</p> <p>Link: ASU Intern Progress Report - mockup*</p> <p>Link: ASU MLFTC Teaching Observation Instrument (TOI) Companion Guide</p> <p><i>*mockup - a reference guide. All evaluations will be submitted in Sonia</i></p>
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<p>ASU Video Release Form</p>	<p>Link: English version</p> <p>Link: Spanish version</p>
<p>Intern: Timecard</p>	<p>Link: Intern Timecard</p>
<p>Student Teacher: Absence Form</p>	<p>Link: Student Teacher Absence Form</p>
<p>Student Teacher: Timecard</p>	<p>Link: Student Teacher Timecard</p>