Student Teacher Field Placement Pacing Guide (Full 70 Days)

Overview:
⇒ UTeach-LA student teachers (STs) must complete a field placement of 70 consecutive days per TEA requirement. STs may fulfill their placement days in-person and/or remotely in accordance with their CTs’ schedules and districts’ parameters.
  - The spring student teaching apprenticeship must conclude by or before May 1, 2024.
  - During the 70-day placement, STs must take full responsibility for at least two class periods (traditional or block)—including planning, teaching, managing, and grading—per TEA requirement.
    ▪ TEA will recognize spring STs’ delivery of both synchronous and asynchronous instruction when placed in districts offering online learning. (tentative)
    ▪ UTLA allows STs to take responsibility for one or more additional classes after obtaining the University Instructor’s approval.
⇒ Cooperating teachers (CTs) will be included in all decision-making during the ST’s apprenticeship.
⇒ CTs and STs will abide by all policies and procedures stated in the UTeach-LA Cooperating Teacher and Student Teacher Handbooks throughout the 70-day placement.
  - This Pacing Guide aims to support both the CT and ST in this regard. Consult it regularly throughout the placement to stay on track for success.
  - The ST section of this guide starts below and runs to page 5; the CT section can be found on pages 6-8.
⇒ CTs will contact the University Instructor as soon as possible with any questions or concerns regarding their ST’s performance or professionalism while in the field.

*Prior to the end of your 640 semester, the student teacher (ST) will...
  ☐ Complete the required criminal background check or system profile update for the placement district by the given deadline.
  ☐ Determine the date/time and modality of a “semester opening” meeting with their UT Field Supervisor (FS) and fellow cohort members supervised by said FS between 01/08 and 01/13/24, add said date to their calendar, and make arrangements to attend. *The UTL 640 Professor will help to coordinate this meeting.*
  ☐ Contact the spring CT to determine and plan for the placement start date (relevant dates to discuss below).
*Remember to include the University Instructor via CC on all communications with your CT until permitted to do otherwise.
  - Communicate your specific start date to the University Instructor by or before 5pm on Dec 19, 2023.
  - The campus administration’s approval is required in order to begin the placement in advance of the district orientation date. (said orientation dates are all currently TBA)
  - The DocuSign Early Start Approval form is available on the UTeach-LA website for the ST to initiate; both the CT and the CT’s administrator ultimately will receive and sign the document.

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* Ideal Placement Start Date = 1/08
**Prior to the start of the placement, the student teacher (ST) will...**

Follow-up with the CT in late December / early January to re-confirm the placement start date. *Any change to the start date must be communicated to the University Instructor as soon as possible.

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

**Days 1-5**
- Begin on the identified placement start date; confirm for the UTL Instructor that they have done so.
- Determine the precise end date with the CT and submit Anticipated Student Teaching Placement Timeline form documenting this information in Canvas. Review the district calendar closely to identify all scheduled student/staff holidays, along with any bad weather make up days, when calculating this 70-day timeline.
  - Note: *Campus/district professional development days attended DO count toward the requirement.
- Attend the “semester opening” meeting with the Field Supervisor as scheduled between 01/08 and 01/13.
- Attend January Professional Development days as requested by the CT / permitted by the campus principal.
- Review the list of student names in the CT’s classes. Begin learning their names, especially for those students in classes the ST will take over.
- Review the campus handbook. Learn about the daily schedule, discipline policies, and emergency procedures (fire drill, tornado alert, etc.). Discuss with the CT any questions or concerns about info described therein.
- Attend Thursday evening debrief meetings.
- Begin the daily practice of arriving early in the semester.
- Begin the daily practice of arriving at the CT’s physical classroom or virtual meeting space, and writing down pertinent info provided by the CT.
- Review the list of student names in the CT’s classes. Begin learning their names, especially for those students in classes the ST will take over.
- Review the campus handbook. Learn about the daily schedule, discipline policies, and emergency procedures (fire drill, tornado alert, etc.). Discuss with the CT any questions or concerns about info described therein.
- Offer to assist the CT with:
  1. preparing lesson plans and materials for in-person or online delivery,
  2. working with students in need of extra help or enrichment, as needed, and
  3. assisting with attendance and/or recording grades, if permissible.
- Begin reading the curriculum materials provided and texts assigned by the CT, especially those the ST will be responsible for teaching.
  - For clarification or additional guidance when the ST does not feel knowledgeable about the content.
  - Research to find new materials to enrich these units as directed and/or desired.
- If physically reporting to campus,
  - Begin the daily practice of staying approximately 30 minutes after the last class ends. *The exception being Thursdays due to UTL 360 seminars, beginning 1/18.
  - Locate the library. Learn the policies and procedures, especially those that enable teachers to check out books and equipment. *Hint: Ask about the campus or department professional library as well.
- Find out what the ST’s responsibilities are if the CT is absent and a substitute teacher will be present.
- Review the 4-observation process with the CT, indicating the need for two three-way, post-observation debrief meetings—the formative and the summative. *Note: If the CT is new to the UTeach-LA program, they may also be asked to meet briefly with the field supervisor early in the semester.
- Attend Thursday evening seminars (in-person or virtually as directed) throughout the semester, beginning the Thursday of UT’s first week of classes.
- Document the ST’s field placement attendance every Friday using the weekly attendance log initiated via DocuSign. *These are much like those the ST used during the UTL 640 semester.

**Days 6-10 (along with any unfinished responsibilities noted above)**
- Continue to assist the CT with preparing lesson plans/materials for in-person or online delivery, working with students needing extra help or enrichment, and taking attendance and/or recording grades if allowed.
- If the ST has already attended their district’s student teacher orientation,
  - Begin conducting short, in-person or synchronous virtual lesson activities with the two or more class periods the ST will likely take over.
    a. Use structured activities that need no extensive planning (e.g., an engagement or warm-up, short quiz, or closing activity).
    b. The CT will remain present in the physical classroom and/or visible in the virtual classroom.
- With the CT’s permission and guidance, conduct a class discussion/activity using the CT’s plans and incorporate effective verbal-interaction strategies (e.g., using students’ names; using clear enunciation and/or projecting your voice; showing interest and energy through facial expression and body language such as nodding, smiling, moving around the classroom if teaching in person; encouraging responses with specific positive feedback and courtesy; providing closure with a few summative statements).

- Contact the FS to inform them of the CT’s class schedule and which class periods the ST will likely take over.
  *Include the University Instructor and CT via CC.
- Be specific about class meeting times, block scheduling, etc.
- Schedule the FS’s first observation to fall between days 15 and 19—*it must take place no later than day 20.* *Plan ahead to ensure that there are at least 8-10 school days between the FS’s first observation and the second, formative observation when scheduling this observation.
- Provide a couple of tentative dates and times that fall within days 30 to 35 for the FS’s second observation and three-way formative evaluation meeting that work for both the CT and the ST. *The formative evaluation must take place by day 35 in the placement, and the CT, the ST, and the FS must all be in attendance.

- **Schedule the CT’s first formally documented observation to occur 1-2 business days prior to the FS’s first observation visit.**
- Continue reading/researching the spring curriculum materials provided and texts assigned by the CT.
- Plan the ST’s first full lesson for delivery on day 10, 11, or 12*—*if implemented as a hybrid or remote lesson, include both synchronous and asynchronous components per the placement district’s expectations for online learning. To ensure that you have time for needed revisions, always have written plans ready for the CT’s review at least 24 hours in advance. *If the ST will not yet have attended the district’s student teacher orientation by day 10, adjust this expectation accordingly.
- Create or research and find some supportive instructional materials to enrich the upcoming lessons the ST will teach during the current or in the next unit (e.g., a video or iMovie clip, infographic or bulletin board, PowerPoint presentation, complementary newspaper or e-zine articles, etc.).
- **Determine the unit topic with the CT’s guidance and begin actively working on the 360 Unit Plan first draft.**
  *Focus on the unit that most neatly and completely fits within days 21 and 63.
- Attend Thursday evening seminars—*in-person or remotely as directed*—throughout the semester.
- Continue documenting field placement attendance every Friday using the weekly attendance log initiated via DocuSign.

**Days 11-15**
- From this point forward, continue
  - drafting upcoming lesson plans and materials for the appropriate learning format at least 24 hours in advance for the CT’s review;
  - reading/researching and preparing for the next unit accordingly, along with actively working on your 360 Unit Plan first draft;
  - attending Thursday evening seminars; and
  - documenting your weekly field placement attendance as directed.

- **By the end of this week (if not sooner), take full responsibility for one class—planning, teaching, managing, and grading.**
  - The ST may pick up a second class at this time if the CT feels the ST is ready and the ST will be using the same lesson plan for both classes.
- If possible and safe to do so, attend an extracurricular activity that involves one or more of the ST’s students (e.g., a team practice, group competition or performance, club meeting, etc.). *If you cannot do so during this time, aim to do so by day 25.
- Participate in your
  - CT’s first formally documented observation and post-observation debrief by *no later than day 19* and at least one day before your FS’s first observation.
    - Remember to initiate and populate the header section in the electronic observation document in advance of the scheduled observation. Your CT will use said form to record the observation. [You will NOT need to initiate forms when your FS observes you, though.]
- You can find the form here under “UTLA 360 Observation Forms for Cooperating Teachers.” *Be sure to read the options carefully and choose the appropriate observation form.
- Check your email and sign the electronic DocuSign forms to complete the CT’s observation form.

**Days 16-25 (along with the responsibilities noted above)**
- Construct, administer, and grade informal and/or formal assessments if the ST has not yet done so.
- Take full responsibility for a second class by day 20 if you have yet to do so.
  - If the ST and CT have determined that the ST will teach three classes of the same prep, inform the University Instructor and begin working with the third class at this time as well.
- Participate in your FS’s first observation and post-observation debrief by no later than day 20. *Remember to check your email and sign the electronic DocuSign forms to complete the FS’s observation form.
- Confirm your tentatively scheduled second observation – the Formative Evaluation – and subsequent three-way evaluation meeting with the FS and CT. Reminder: At least 8-10 school days must fall between the FS’s first and second (formative) observation; the FS’s second observation and Formative Evaluation meeting should be completed by 5:00PM on placement day 35 or February 23rd (whichever date arrives first).
- Schedule the CT’s formally documented second observation – the Formative Evaluation – to occur 1-2 business days prior to the FS’s formative observation visit. This will give the CT at least 1 day to complete the detailed Formative Observation Evaluation document in order to prepare for the three-way meeting.
- Complete and submit your 360 Unit Plan first draft by or before February 16th at noon.
- Attend staff development or a faculty meeting, whether in person or virtually.

**Days 26-40 (along with any outstanding expectations listed above)**
- If possible and permissible to do so, begin observing additional excellent teachers in other subject areas, grades, and ability levels—aim to spend 30-45 minutes once per week doing so.
- Download/print and complete the Formative Evaluation, UTL 360/670 (see the second “Sample Form” listed) on your own to prepare for the FS’s second visit and following three-way, Formative Evaluation meeting. Send this to the FS via email and submit it in Canvas at least 24 hours in advance of the scheduled meeting.
- Participate in your
  - CT’s second formally documented observation—the Formative Assessment—and post-observation debrief by no later than placement day 34 and February 22nd (whichever is first) and at least one day before your FS’s second observation. Remember to initiate and populate the header section in the CT’s Formative Observation Evaluation form in advance of this observation. You can find the form here—be sure to read carefully and choose the form titled “UTLA 360 Formative Assessment for Cooperating Teachers.”
  - FS’s Formative Observation and subsequent three-way evaluation meeting with the CT by placement day 35 or February 23rd (whichever is first).
- Following these formative evaluation observations, check your email and sign the electronic DocuSign forms to complete the CT’s and FS’s evaluation forms.
- Schedule the FS’s third observation to fall between days 44 and 50 and, tentatively, the fourth observation and final three-way Summative Evaluation meeting to fall between days 57 and 63. *Make sure that there are at least 8-10 school days between these two observations when scheduling.
  - Provide a couple of tentative dates and times for the Summative Evaluation meeting that work for both the CT and ST. *The FS’s fourth observation and three-way Summative Evaluation meeting must take place by 5:00PM on placement day 63 or April 12th (whichever date occurs first), and the CT, the ST, and the FS must all be in attendance.
- Schedule the CT’s third formally documented 360 Observation to occur 1-2 business days prior to the FS’s third visit.

**Days 41-50 (along with any outstanding expectations listed above)**
- Participate in your
  - CT’s third formal 360 Observation and post-observation debrief at least one day in advance of your FS’s third visit. Remember to initiate this document for your CT in advance of their observation. As you did for the CT’s first observation, use the 360 Observation Form for Cooperating Teachers—look here.
  - FS’s third formal 360 Observation and post-observation debrief by day 50.
Following this third round of formal observations, check your email and sign the electronic DocuSign forms to complete the CT’s and FS’s observation forms.

Confirm your tentatively scheduled 360 final observation and subsequent three-way Summative Evaluation meeting with the FS and CT. Reminders:
- At least 8-10 school days should fall between the FS’s third and fourth (summative) observation; the Summative Evaluation should be completed by no later than 5:00PM on day 63 or April 12th (whichever date arrives first).
- The final observation and Summative Evaluation must take place before transitioning students back to the CT.

Schedule the CT’s formal 360 fourth observation – the Summative Assessment – to occur 1-2 business prior to the FS’s final visit, leaving the CT with at least one day to complete this detailed document in advance of the final three-way meeting.

If possible and safe to do so, attend an extracurricular activity that involves one or more of the ST’s students (e.g., a team practice, group competition or performance, club meeting, etc.). *If you cannot do so during this time, make plans to do so by day 63.

Days 51-63 (along with any outstanding expectations listed above)
- Look ahead to the end of the placement and plan an orderly transition. *If teaching a unit of your own design, aim to complete instruction before you begin transitioning students back to the CT.
- Download/print and complete the Summative Evaluation, UTL 360/670 (see the third “Sample Form” listed) on your own to prepare for the FS’s final visit and following three-way meeting. Send this to the FS via email and submit it in Canvas at least 24 hours in advance of the scheduled meeting.
- Participate in your
  - CT’s final formally documented observation—the Summative Assessment—and post-observation debrief by 5:00PM on placement day 62 or April 11th (whichever is first). Remember to initiate and populate the header section in the CT’s Summative Evaluation Observation document in advance of this observation. You can find the form here—be sure to read carefully and choose the form titled “UTLA 360 Summative Assessment for Cooperating Teachers.”
  - FS’s final observation and subsequent three-way Summative Evaluation meeting with the CT by placement day 63 or April 12th (whichever is first).
- Following this fourth and final round of formal observations, check your email and sign the electronic DocuSign forms to complete the CT’s and FS’s observation forms.

Days 64-70
- Begin transitioning students back to the CT. *Note: This can begin as early as day 61 if the ST’s UTL 360 Unit Plan has been fully implemented AND the summative evaluation meeting has taken place.
- Complete the transition of students back to the CT by no later than the end of day 67.
- Return all materials to the CT and campus.
- By no later than the end of day 67, evaluate your documentation records to ensure that all the necessary field-related observation and attendance paperwork is complete and submitted as anticipated.
- Complete and submit final weekly attendance form via DocuSign on your last day in the field.
- Write a thank-you note to the CT, to the principal, and to any other district employee who has been helpful. Rewards for this act will come down the road.
During the specified days of the placement, the cooperating teacher (CT) will...

**Days 1-5**

- Provide the ST with a place in the classroom where the ST may be stationed and keep their materials and personal items throughout the student teaching placement. *In the case of remote attendance, ensure that the ST has the appropriate login credentials to access the online learning platform, along with meeting links for any staff development, faculty, department, or PLC meetings the ST is permitted to attend.

- Review the daily schedule, behavioral expectations, procedures for dealing with various classrooms, and campus emergency procedures (contingency plans in the event of a contagious illness outbreak, fire drill, intruder on campus alert, etc.) with the ST. Also, clarify what the ST’s responsibilities are and to whom they should go for guidance and support in the event that the CT is absent and a substitute teacher will be present.

- Show the ST where they may find and how to use any teacher “tools” that are available to them in the physical and/or virtual learning environment, including the use and care of classroom or campus technology and materials. Discuss the policies for accessing and using said tools with the ST.

- Share with the ST and provide an overview of the semester units and curriculum goals for the course(s) they will teach during the 70-day placement, along with all supporting district curriculum documents or teacher guides for said course(s) as applicable.

- Discuss with the ST the 4-observation process for the CT and for the Field Supervisor (FS), including the three-way evaluation meetings between the ST, CT, and FS that must follow the FS’s Formative and Summative Observations (corresponding to their second and fourth visits, respectively).
  - The FS’s first observation should occur between days 15 and 19. Once this observation date is set, schedule the CT’s first formally documented 360 Observation to occur 1-2 days earlier because this input is more beneficial when provided prior to the FS’s first visit. *If the ST will not yet have attended the district’s student teacher orientation by day 16, contact the UTL instructor for scheduling assistance.
  - Both the CT’s and the FS’s second observations and three-way Formative Evaluation meeting must take place by 5:00PM on the ST’s placement day 35 or February 23rd—whichever will arrive first.
  - The FS will observe the student for the third time between days 44 and 50. The CT’s third formal 360 Observation must occur 1-2 days prior to the FS’s third visit.
  - Both the CT’s and the FS’s Summative Observations and three-way evaluation meeting must take place by 5:00PM on the ST’s placement day 63 or April 12th—whichever is earlier.

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

- If necessary, help the ST determine when they’ll need to leave the placement campus in order to arrive on time for the first UTL 360 seminar—1/18/24 (Th) at 5:00pm on UT campus.

- When Friday arrives, verify the ST’s attendance for the week by signing the Weekly Attendance Log via DocuSign (initiated by the ST).
Days 6-10
- Support the ST in conducting
  - 5- to 15-minute structured synchronous lesson activities (e.g., an engagement or warm-up, short quiz, or closing activity) in the two or more class periods the ST is likely take over as long as the ST has attended the district’s student teacher orientation. *Remain present in the physical classroom and/or visible in the virtual classroom.
  - a class discussion using your plans/materials as long as the ST has attended the district’s student teacher orientation. *Again, remain present in the learning environment.
    a. Provide pre-lesson guidance for incorporating effective discussion strategies, esp. in the virtual setting if teaching remotely.
    b. Take informal notes and debrief post-lesson to help the ST reflect on his/her performance and set goals for facilitating similar upcoming class discussions.
- Work with the ST to determine their 360 Unit Plan topic* and provide supportive input or material that will effectively initiate their design process. *The ST should focus on a unit that full fits within days 21 and 63 of their placement.
- Review and provide affirmative and constructive feedback on the ST’s first full lesson plan for delivery on day 11 or 12.
- Look ahead with the ST to determine
  - 2-3 potential dates/times for the FS’s first observation (between days 15 and 19—day 20 at the latest) and
  - 2-3 possible dates/times for the FS’s second observation and corresponding three-way Formative Evaluation meeting (by placement day 35 or 2/23) that will work for both the CT and ST.
- Schedule the CT’s first formally documented observation (between days 14 and 19 and at least 1 day prior to the FS’s first observation). *Again, if the ST will not yet have attended the district’s student teacher orientation by day 16, advise the ST to notify the UTLA professor.
- When Friday arrives, verify the ST’s attendance for the week by signing the Weekly Attendance Log via DocuSign (initiated by the ST).

Days 11-15
- Continue to review and provide affirmative and constructive feedback on the ST’s lesson plans and materials in advance of their implementation.
- Observe and take informal notes during delivery of the ST’s first 2-3 full lessons and debrief post-lesson to help the ST reflect on his/her performance and make adjustments between teaches.
- Offer supportive suggestions and constructive feedback to the ST as they draft their 360 Unit Plan.
- Use the UTL 360 Observation Form initiated in DocuSign by the ST to formally observe and evaluate the ST while teaching a lesson at least one day before the FS’s first visit. *See a sample of this form here (first item listed).
  - Debrief with the ST one-on-one following the observation, making sure to speak to the strengths and areas of needed improvement.
  - Once the completed form is submitted, both the ST and UTL professor will receive an electronic copy.
- Maintain the practice of verifying the ST’s attendance for the week every Friday using the DocuSign form initiated by the ST.

Days 16-25 (along with any outstanding expectations listed above)
- Begin physically leaving the classroom (or muting your sound and video if remote) during the class periods for which the ST has taken responsibility in order to support the ST’s growth in behavior management and to transition students into more fully relying on the ST for instruction. *School districts’ expectations for their CTs’ monitoring of STs’ work with students take precedence, of course.
  - Start by being “away” for just 20-30% of the class period and build up to staying out of the room for 75-100% of the time.
  - If the ST has not demonstrated that they are prepared to lead both of their assigned class periods independently for at least 75% of the period by day 20, inform the UTLA professor of this issue and please provide specific information as to the nature of the delay.
Days 26-40
- Observe and formally evaluate the ST in action for the second time by placement day 34 or February 22nd and at least one day prior to the FS’s second observation, this time using the UTL 360 Formative Assessment Form. As with the first formal observation, the ST will initiate this form in DocuSign. *See a sample of this form here (second item listed).
  - As before, debrief with the ST one-on-one afterward; the ST will receive an electronic copy upon the CT’s submission of the form.
  - The Formative Assessment observation will prepare the CT for the previously scheduled three-way meeting that follows the FS’s second observation. The content of both the CT’s and FS’s Formative Assessments will be referenced during the discussion.
- Participate in the three-way Formative Evaluation meeting following the FS’s second observation visit. Before concluding the discussion, suggest to the ST and FS a couple of tentative dates and times for the FS’s
  - third observation (between days 44 and 50—day 50 at the latest) and
  - final observation and three-way Summative Evaluation meeting, which must take place by day 63 of the placement or April 12th (whichever will arrive first). *The Summative Assessment must be conducted before the ST can begin transitioning students back to the CT.
- If possible and permissible to do so, assist the ST in making arrangements to observe additional excellent teachers in other subject areas, grades, and ability levels for 30-45 minutes each week during a time when the ST is not scheduled to observe the CT or teach their classes.

Days 41-50 (along with any outstanding expectations listed above)
- Confirm the FS’s tentatively scheduled third observation with the FS and ST.
- In accordance with the previously stated guidelines, observe and formally evaluate the ST while teaching at least one day prior to the FS’s third visit. Use the UTL 360 Observation Form initiated in DocuSign by the ST.

Days 51-63 (along with any outstanding expectations listed above)
- Confirm the FS’s tentatively scheduled fourth and final observation and three-way Summative Evaluation meeting with the FS and ST.
- In accordance with the previously stated guidelines, observe and formally evaluate the ST while teaching at least one day prior to the FS’s fourth visit AND no later than placement day 62 or April 11th (the earlier of the two). This time, use the UTL 360 Summative Assessment Form. *See a sample of this form here.  
  - The Summative Assessment observation will prepare the CT for the three-way meeting that follows the FS’s final observation. The content of both the CT’s and FS’s Summative Assessments will be referenced during the discussion.
- Participate in the three-way evaluation meeting with the FS following the FS’s final observation.
- After the final evaluation meeting has taken place, begin slowly coming back into the learning environment during the ST’s class periods in order to begin transitioning students back to relying fully on the CT. *If the ST is finishing a unit of their own design, aim to wait for the unit’s conclusion to begin this transition.

Days 64-70
- Work with the ST to
  - transition students back to the CT in full by or before the end of day 67, and
  - help the ST ensure that all of their necessary field-related observation and attendance DocuSign paperwork is complete and has been submitted as required.
- Verify and sign the ST’s final Weekly Attendance Log via DocuSign on their last day in the field.