

## Department of Curriculum & Instruction



### *EDUC 4647: Secondary Teacher Preparation Residency with Technology Applications*

*Fall, 2011*

#### Instructor Information:

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**Office Hrs:** Wednesday  
3:00 – 3:45 by  
appointment

#### Course Information:

**Course Title:** Secondary Teacher Preparation Residency with Technology Applications  
**Course Number:** EDUC 4647, Section 001  
**Semester:** Fall, 2011  
**Course Location and Time:** Wednesday, 1:00 – 3:50, SH, Room 331

#### Catalog Description

The examination of principles, theories, and research related to developmentally responsive secondary level programs, effective instruction and effective strategies of classroom management. Attention is given to the employment of a variety of approaches for developing an appropriate climate to meet the varying needs of the secondary level student.

#### Course Prerequisites:

EDUC 4347.

#### Required Textbook(s) and Materials:

- *First Days of School* by Harry Wong
- UTA Secondary Residency Handbook

# The University of Texas at Arlington College of Education

## Mission, Core Values and Professional Dispositions

**MISSION:** To develop and deliver an educational program that ensures the highest teacher, administrator and allied health science preparation and performance and

To be a recognized contributor in the field of educational and allied health science research and practice through effective teaching, quality research and meaningful service.

The Educator and Administrator Preparation units' collaboratively developed shared vision is based on these **CORE VALUES**, dispositions and commitments to:

- Excellence
- Learner-centered environment
- Research-based
- Collaboration
- Diversity
- Technology
- Field Experiences
- Life-long Learning

Each candidate in the Educator and Administrator Unit of the College of Education of UT-Arlington will be evaluated on **PROFESSIONAL DISPOSITIONS** by faculty and staff. These dispositions have been identified as essential for a highly-qualified educator. Instructors and program directors will work with candidates rated as "unacceptable" in one or more stated criteria. The candidate will have an opportunity to develop a plan to remediate any deficiencies.

### Demonstrates excellence

- Meets stated expectations of student performance.
- Keeps timelines. Arrives on time for class and other activities.
- Produces significant artifacts of practitioner evidence.
- Possesses a willingness to set goals.
- Attends all classes/trainings and practicum experiences.
- Completes activities as assigned.
- Has appropriate personal appearance and/or hygiene for professional setting.

### Participates in a learner centered environment and shows respect for self and others

- Uses appropriate and professional language and conduct.
- Supports a "high quality" learning environment.
- Shows respect and consideration for the thoughts and feelings of others.

### Research-based pedagogy

- Has an awareness of and willingness to accept research-based concepts.
- Identifies important trends in education.
- Demonstrates interests in learning new ideas and strategies.
- Relates class discussions and issues to current events in education.

### Participates in on-going collaboration with peers and professionals

- Demonstrates kindness, fairness, patience, dignity and respect in working with peers, staff and instructors.
- Works effectively with others.
- Assists others in the university classroom or practicum setting.
- Demonstrates an openness to assistance from others.
- Receives feedback in a positive manner and makes necessary adjustment.

### Exhibits stewardship of diversity

- Shows appropriate stewardship and tolerance to diverse people, environments, and situations.

### Advocates use of technology

- Uses and applies existing technologies sufficiently in work.
- Shows a willingness to use and apply emerging technologies in work.

### Shows interest in the learner and the learning-process

- Demonstrates significant learning improvement over time.
- Shows interest in the learning process and demonstrates the necessary amount of time, energy, and enthusiasm for becoming better learners, teachers, and practitioners.

#### National Standards:

ACTFL 1-6; NCSS 1.1-1.10, 2.1-2.5; NCTE 2,3,4; NCTM 1-16; NSTA 1-10

#### State Domains and Competencies:

TExES All Level Grades P-12 PPR 001-013; TExES Secondary Grades P-12 PPR 001-013; ExCET Art 001—060; ExCET French 001-045; EXCET German 001-044; ExCET Spanish 001-047; TExES History 001 – 019; TExES Social Studies, Grades 8 -12, 001 – 023; TExES English Language Arts/Reading, Grades 8 - 12 001-011; TExES Math, Grades 8-12 001-021; TExES Life Science, 001 -020; TExES Physical Science, 001-022; TExES Science, Grades 8 - 12, 001 – 047; TExES Journalism 001 – 015; TExES Speech 001 - 016; TExES Music 011-012

<b>TExES PEDAGOGY AND PROFESSIONAL RESPONSIBILITIES</b> The major competencies 001-013 are the same for EC-Grade 4, Grades 4-8, Grades 8-12, and EC-Grade 12 PPR.
<b>DOMAIN I: DESIGNING INSTRUCTION AND ASSESSMENT TO PROMOTE STUDENT LEARNING</b>
<b>Competency 001</b> The teacher understands human developmental processes and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs.
<b>Competency 002</b> The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students' learning.
<b>Competency 003</b> The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.
<b>Competency 004</b> The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.
<b>DOMAIN II—CREATING A POSITIVE, PRODUCTIVE CLASSROOM ENVIRONMENT</b>
<b>Competency 005</b> The teacher knows how to establish a classroom climate that fosters learning, equity, and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive.
<b>Competency 006</b> The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior.
<b>DOMAIN III—IMPLEMENTING EFFECTIVE, RESPONSIVE INSTRUCTION AND ASSESSMENT</b>
<b>Competency 007</b> The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.
<b>Competency 008</b> The teacher provides appropriate instruction that actively engages students in the learning process.
<b>Competency 009</b> The teacher incorporates the effective use of technology to plan, organize, deliver, and evaluate instruction for all students.
<b>Competency 010</b> The teacher monitors student performance and achievement; provides students with timely, high-quality feedback; and responds flexibly to promote learning for all students.

## DOMAIN IV—FULFILLING PROFESSIONAL ROLES AND RESPONSIBILITIES

### Competency 011

The teacher understands the importance of family involvement in children's education and knows how to interact and communicate effectively with families.

### Competency 012

The teacher enhances professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities.

### Competency 013

The teacher understands and adheres to legal and ethical requirements for educators and is knowledgeable of the structure of education in Texas.

## **Learning Outcomes:**

The goal of this course is to help candidates become classroom teachers who are successful in meeting the needs of all their students, who work well with colleagues and others in the school community, and who are dedicated to professional development. The learning experiences aim to foster understanding of ways to establish positive working relationships with students, manage a classroom, teach for mastery, and grow/succeed as a professional. The course also aims to provide learning experiences that prepare prospective teachers to attain abilities that are part of the standards for teachers in Texas. This course is part of the program leading to Secondary Teacher Certification in Texas. In attaining teaching certification, candidates must take the state mandated Texas Examination of Educator Standards (TexES). The standards that are the basis of this exam delineate what teachers should know/understand and what teachers should be able to do in the classroom.

## **Attendance and Drop Policy:**

### **Class Attendance**

Attendance is essential. Much of the "text" for this course will be presented through the discussion that takes place during class. Being punctual and not leaving early are also essential. Seminars missed will require your preparing a make-up assignment, and arriving late/leaving early also could lead to requiring a make-up assignment. Please be certain that your mentor teacher knows the dates of seminars, and please do not assume teaching responsibilities at these times. Also, please be certain to allow yourself ample time to arrive at the seminars, regardless of weather and traffic conditions.

### **Adds and Drops**

Adds and drops may be made during late registration either by SAM, by the Web or in person in the academic department offering the course. Drops may continue in person through the 12th week of class. Students are responsible for adhering to the following regulations concerning adds and drops. These rules apply to regular semesters and to equivalent time limits in summer sessions as noted on the summer session calendar.

- A student may not add a course after the end of late registration.
- No grade is given if a student drops a course before the Census Date of that semester.
- A student may drop a course with a grade of W during the first six weeks of class.
- From the seventh week of class through the 12th week of class, a student may drop a course with a grade of W if passing or a grade of F if failing.
- A student may not drop a course after the 12th week of class.
- The dean of the college or school in which the student is majoring may require a student to drop a course at any time upon the recommendation of the instructor and the concurrence of the department chair.
- Students wanting to drop all courses for which they are enrolled must withdraw from the University.

Field placement and successful participation in field experience is a requirement of EDUC 4341, 4342, and 4352. Students who are removed at the request of the school/district from their field placement in EDUC 4341, 4342, and 4352 and are therefore, unable to complete the field portion

of the courses and the required assignments related to the field placement will not be allowed to complete these courses. They must drop the courses prior to the university deadline, or they will fail the courses.

### **Policies:**

#### **Completion of Assignments**

Although it is unlikely to occur, the instructor reserves the right to make changes in the syllabus as deemed necessary. Assignments must be completed by the due date listed in the syllabus or announced in class. Please type all written assignments unless specified that typing is not necessary. Use a 12 pt pitch. Single or double spacing can be used. A class member's name should be on pages submitted, and multiple pages should be stapled.

Along with preparing written assignments, class members are expected to come to class prepared, as designated in the syllabus or announced in class. Also, of course, class members are expected to act in a professional, courteous manner.

#### **Residency Handbook and Seminars**

All residents must complete requirements stated in the residency handbook and the assignments/requirements presented through the seminars. Although items do not receive letter grades, all requirements are mandatory for passing the course.

### **Tentative lecture/topic schedule:**

#### **Education 4647 – Fall, 2011 Course Calendar for Student Teachers Wednesdays – 1:00 – 3:50**

<b>August 23</b>	Orientation for Residents Review of Secondary Resident Handbook
<b>September 7</b>	Classroom Management Read Chapters 2, 11, 18-20 in <u>First Days of School</u> by Harry Wong <b>DUE:</b> Forms from the handbook ( p. 3-4, 5, 12, 13) Written review of PPR practice test  **Weekly Reports and Reflections – Due every week online**
<b>September 24</b>	<i>State TExES Test (paper based)</i>
<b>September 28</b>	Lesson Mastery, Critical Thinking Read Chapters 21-24 in <u>First Days of School</u> by Harry Wong <b>DUE:</b> Lesson Plan, Reflection, and 1 <sup>st</sup> Formal Observation by Cooperating Teacher
<b>October 19</b>	Learning Styles/Instructional Strategies <b>DUE:</b> Speech Competency Forms (Handbook, p. 24-25) completed by Cooperating Teacher Lesson Plan, Reflection, and 2 <sup>nd</sup> Formal Observation by Cooperating Teacher
<b>October 21</b>	Mid-term mid-benchmarks completed by cooperating teacher online

**November 9** Applying for Certification  
 Special Populations; Legal Issues for Educators  
**DUE:** Lesson Plan, Reflection, and 3<sup>rd</sup> Formal Observation by Peer

**November 30** Evaluating Lesson Plans  
 Interviewing for a Job  
 Read p. 25 in First Days of School  
**DUE:** Handbook forms p.11, 34, 35  
 Final Benchmarks to be completed by Cooperating Teacher online

**\*\*Instructor reserves the right to change the schedule and topics to be covered**

## Education 4647

### Student Teacher Assignments/Reports

Spring, 2011

A detailed description of some assignments may be found at the end of the syllabus.

<b>Course Assignments/Requirements</b>	<b>Points</b>
Weekly Reports and Reflections (14 weeks @ 5 points each)	70
Formal Lesson Plans with Cooperating Teacher/Supervisor/Peer Evaluation and Self-Assessment/Reflection (5 at 20 points each for 100 points total) (Two lesson plans will be evaluated by cooperating teacher, two by supervisor, and one by a peer) (see Resident Handbook or grading rubric which follows for lesson plan, evaluation and self assessment formats)	100
Mid & End Benchmarks with Cooperating Teacher Evaluation & Candidate Self Assessment (use the same Benchmarks evaluation form and include comments for each area)	5/5=10
Policies Agreement (Handbook)	5
Activities Checklist (Handbook)	5
Speech Competency (Handbook)	5
<b>TOTAL</b>	<b>195</b> <b>130-195 =</b> <b>Pass</b> <b>Below 130 =</b> <b>Fail</b>

Students must complete testing in subject area during the prior semester to be on track for the Student Teacher semester. In addition, you should be sure to check off completion of the following:

- Attendance at the resident orientation.
- Practice PPR test taken.

- Review of practice PPR test submitted for those who did not score 80% or above on the practice test.
- Registration for TExES PPR test.
- If your TExES score is not passing, register for next TExES.
- Reporting score on TExES PPR test.

### Course Evaluation and Grading Scale

**130-195 points = Pass**

**Below 130 points = Fail**

**Student Teachers must complete the requirements stated in the handbook and the assignments/requirements presented through the seminars.**

**There will be a 25% penalty for late work. Late work is considered only within one week of the date due. All written work must be submitted in a professional manner.**

**Be sure to keep a copy of all material submitted.**

### Email Communication:

UTA e-mail will be considered the official means of communication between the university and students, effective August 22, 2005. Utilize your UTA e-mail for all communications.

You are responsible if you do not receive information because you do not regularly check your UTA email.

### American with Disabilities Act (ADA):

If you are a student who requires accommodations in compliance with the ADA, please consult with me at the beginning of the semester. As a faculty member, I am required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Your responsibility is to inform me of the disability at the beginning of the semester and provide me with documentation authorizing the specific accommodation. Student services at UTA include the Office for Students with Disabilities (located in the lower level of the University Center) which is responsible for verifying and implementing accommodations to ensure equal opportunity in all programs and activities.

### Student Support Services:

The University supports a variety of student success programs to help you connect with the University and achieve academic success. They include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for more information and appropriate referrals.

### Academic Honesty:

Academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form at The University of Texas at Arlington. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. "Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." (Regents' Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2., Subdivision 3.22).

**1) WEEKLY REPORT WITH INSTRUCTIONAL & ASSESSMENT LOG (14 weeks @ 5 points each for 70 points total)**

**Standards Link:**

**National Standards:** ACTFL 1-6; NCSS 1.1-1.10, 2.1-2.5; NCTE 2, 3, 4; NCTM 1-16; NSTA 1-10

**State Competencies:** TExES All Level Grades P-12 PPR 001-013; TExES Secondary Grades P-12 PPR 001-013; ExCET Art 001—060; ExCET French 001-045; EXCET German 001-044; ExCET Spanish 001-047; TExES History 001 – 019; TExES Social Studies, Grades 8 -12, 001 – 023; TExES English Language Arts/Reading, Grades 8 - 12 001-011; TExES Math, Grades 8-12 001-021; TExES Life Science, 001 -020; TExES Physical Science, 001-022; TExES Science, Grades 8 -12, 001 – 047; TExES Journalism 001 – 015; TExES Speech 001 - 016; TExES Music 011-012

**Description:** To track experiences and allow for reflection during residency, candidates will submit weekly reports of their teaching and non-teaching activities along with an instructional activity log and assessment log.

**Format:** See format that follows.

**Weekly Reports**

**Weekly Report Format**

**The University of Texas at Arlington  
College of Education  
Weekly Report**

Student Teacher \_\_\_\_\_

Cooperating Teacher & School \_\_\_\_\_

Summary of Week \_\_\_\_\_ Completed Date: \_\_\_\_\_

Please reflect on the week, which just ended and assess your learning experience. Indicate what happened this week and how you felt about it.

1. Teaching responsibilities:
2. Non-teaching responsibilities:
3. Subject(s) of conference with your cooperating teacher



Instructional Log: Keep a log of the different instructional techniques you are using and reflect on their success and adaptations. (See form)

Assessment Log: Keep a log of the different assessments you are giving and report and analyze student data and your reflections on student performance. (See form)

**STUDENT TEACHER COMMENTS:**

Strengths:

Goal(s) for growth:

Reflections of practices and strategies that I learned at UTA...

As part of your Weekly Report, you must complete an Instructional Log & an Assessment Log. Submit these with your Weekly Report. See format below.

Instructional Log: Keep a log of the different instructional techniques you (and your mentor) are using and reflect on their success and adaptations. (See form)

Week	Instructional Activities	Reflections on Student Performance/Success
	(List the activities, techniques, etc. you used this week and explain why you used this activity/technique. If you are not teaching, comment on your cooperating teacher's activities.)	(For each activity, reflect on your own (or your cooperating teacher's level of success and the students' performance.)

Assessment Log: Keep a log of the different assessments you (and your cooperating teacher) are giving and then, report and analyze student data and your reflections on student performance. (See form)

Week	Assessments	Reflections on Student Performance/Success
	(List the assessments you have administered. Include both informal (class discussion, group activity) and formal assessments (tests, projects). If you have given a formal assessment such as a test, attach a copy of it with your Weekly Report & Log.)	(For each assessment, reflect on the students' performance. For instance, record the number of students, grade range, and average grade. Add your reflections about what you learned from this assessment that will influence your instructional decisions. In the case of an informal

		assessment, you must still include your reflections in terms of the number of students who could participate, etc.)

### Grading Rubric:

5 Points Expert	4 points Acceptable	0 - 3 points Unacceptable
<ul style="list-style-type: none"> <li>Submits Weekly Reports and Instruction and Assessment Log that follow format and are well developed with expert insights about teaching and non-teaching experiences.</li> </ul>	<ul style="list-style-type: none"> <li>Submits Weekly Reports and Instruction and Assessment Log that follow format and are developed with insights about teaching and non-teaching experiences.</li> </ul>	<ul style="list-style-type: none"> <li>Submits Weekly Reports and Instruction and Assessment Log that do not follow format and/or show a lack of insights about teaching and non-teaching experiences.</li> </ul>

## 2) FORMAL LESSON PLANS WITH MENTOR/SUPERVISOR/PEER EVALUATION AND SELF-ASSESSMENT/REFLECTION (5 @ 20 points each for 100 points total)

### Standards Link:

**National Standards:** ACTFL 1-6; NCSS 1.1-1.10, 2.1-2.5; NCTE 2, 3, 4; NCTM 1-16; NSTA 1-10

**State Competencies:** TExES All Level Grades P-12 PPR 001-013; TExES Secondary Grades P-12 PPR 001-013; ExCET Art 001—060; ExCET French 001-045; EXCET German 001-044; ExCET Spanish 001-047; TExES History 001 – 019; TExES Social Studies, Grades 8 -12, 001 – 023; TExES English Language Arts/Reading, Grades 8 - 12 001-011; TExES Math, Grades 8-12 001-021; TExES Life Science, 001 -020; TExES Physical Science, 001-022; TExES Science, Grades 8 -12, 001 – 047; TExES Journalism 001 – 015; TExES Speech 001 - 016; TExES Music 011-012

**Description:** Candidates will create lesson plans that reflect knowledge of instructional strategies and assessment practices targeted at Grade 8-12 learners. For residency, candidates must create five lesson plans that have been implemented and evaluated, two by the mentor, two by the supervisor, and one by a peer, and candidates must self assess their implementation of the lessons.

**Format:** Use required format for 1) lesson plan, 2) formal mentor/supervisor/peer evaluation, and 3) self assessment.

### Part 1 Lesson Plan

- I. Goal:** This goal is a global objective stating how this lesson will contribute to the total student. Example:  
*Students should understand that all matter is made of atoms.*
- II. Objectives:** (Specific. State what you want students to know and be able to do. *Include two objectives for a block lesson.* Begin the objective, Students will be able to (SWBAT)... The TEKS can be found at <http://www.tea.state.tx.us/teks/>)
- III. Instructional Materials and Resources:** (what do you need to give instruction to students)
- IV. Content:** Include specific pages, notes, and any research you have done on the topic that is being presented.
- V. Accommodations and Modifications:** This area needs to be filled in whether you have special needs students or not.
- VI. Instructional Procedures: (assign time limits to each)**
  - Sponge Activity Suggested time: 5 minutes
  - Pre-assessment of student understanding of the lesson concept/process/skill:
  - Set induction Suggested time: 3 minutes
  - Large group instruction Suggested time: 10 minutes maximum
  - Intervention aimed at results of pre-assessment
  - Independent work or group work Suggested time: 15 minutes maximum
  - Feedback Suggested time: 2 minutes

**VII. Evaluation Suggested time: 10 minutes**

- Post assessment of concept/process/skill

**VIII. Closure Suggested time: 2 minutes****Part 2 Mentor Evaluation**

<b>CLUSTER 1: PLANNING AND PREPARATION</b> <b>1 = Approaches Standard, 2 = Meets Standard, and 3 = Far Exceeds Standard</b>				
Demonstrates knowledge of the foundations of reading and writing processes and instruction.	1	2	3	N/A
Demonstrates knowledge of students	1	2	3	N/A
Uses instructional goals and objectives (Curriculum appropriateness)	1	2	3	N/A
Demonstrates knowledge of appropriate literacy materials, resources and technology	1	2	3	N/A
Uses coherent literacy instruction (Transitions noted and subject material integrated)	1	2	3	N/A
Assesses student literacy learning (Informal, formal, verbal, written, participation or visual)	1	2	3	N/A
<b>CLUSTER 1 SUBTOTAL</b> <b>Comments:</b>				

<b>CLUSTER 2: CLASSROOM ENVIRONMENT THAT PROVIDES EQUITY, EXCELLENCE, AND INSTRUCTION</b> <b>1 = Approaches Standard, 2 = Meets Standard, and 3 = Far Exceeds Standard</b>				
Creates a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.	1	2	3	N/A
Creates an environment of respect (Body language, tone, manners)	1	2	3	N/A
Establishes a culture for literacy learning (Stated objectives and agenda, and reviewed prior knowledge)	1	2	3	N/A
Manages classroom procedures (Delegated to students, instructions stated clearly)	1	2	3	N/A
Manages student behavior (Expectations posted, consistent, verbal and non-verbal cues, and effective)	1	2	3	N/A
Organizes physical space (Seating arrangement, location of visuals, safety, and cleanliness)	1	2	3	N/A
<b>CLUSTER 2 SUBTOTAL</b> <b>Comments:</b>				

<b>CLUSTER 3: INSTRUCTION AND COMMUNICATION</b> <b>1 = Approaches Standard, 2 = Meets Standard, and 3 = Far Exceeds Standard</b>				
Uses appropriate instructional practices, approaches, methods, and/or curriculum materials to support reading and writing instruction.	1	2	3	N/A
Uses a variety of assessment tools and practices to plan and evaluate effective reading instruction.	1	2	3	N/A
Communicates clearly and accurately (Usage, tone, written and oral, pace, and verbal and non-verbal cues)	1	2	3	N/A
Uses questioning / discussion techniques (Critical thinking, logical sequence, frequency, and explanations)	1	2	3	N/A
Engages students in literacy learning (Frequency; whole group, small groups, individuals)	1	2	3	N/A

Provides feedback to students (Positive; prompt; specific; and clear)	1 2 3 N/A
Demonstrates flexibility and responsiveness	1 2 3 N/A
<b>CLUSTER 3 SUBTOTAL</b> <b>Comments:</b>	

### Part 3 Candidate Self Assessment

**Instructions:** Respond to each of the following bullets after implementing your lesson plan for formal evaluation.

#### GENERAL REFLECTION

**Your reflection/self assessment must address all the categories as follows.**

**What I planned:** Describe what you planned for your lesson and why. Your student pre-assessment results should be part of why you planned to present this lesson and they can also support how you planned to present the lesson. Make note of exactly how many students had no understanding of the concept/process/skill to be taught and how many may have some idea, etc.

**What happened when the lesson was implemented in the classroom:** Consider the following questions:

- How did the activity proceed?
- How did the students respond?
- How do you feel about the lesson or activity?
- What level of success did students experience? Present data from any informal/formal assessments. Be specific citing the exact number of students who have mastered the concept/process/skills, how many have not, and if possible, what areas students are still having problems with.
- What level of success did you feel?
- What concerns or questions still remain?
- Considering the modifications to meet students' needs, how successful do you feel the modifications were? How successful were students during the lesson?

#### Changes for future implementation:

- What changes would you make before attempting this activity or method again?
- Overall, how successful was this lesson?

Strengths:

Goal(s) for growth:

#### Grading Rubric

Assignment Requirements	Expert	Acceptable	Unacceptable
<b>Part 1: Lesson Plan</b> <b>10 points</b>	<b>10 points</b> <ul style="list-style-type: none"> <li>• Fully developed lesson plan that follows required format</li> <li>• Demonstrates in depth understanding of learners and an ability to construct well developed goals and objectives for instruction that draw on TEKS / TAKS</li> <li>• Shows in depth knowledge of content taught as well as instructional resources and procedures that are best suited to the learners, content, and lesson</li> <li>• Demonstrates in depth understanding of accommodations</li> </ul>	<b>7 - 9 points</b> <ul style="list-style-type: none"> <li>• Lesson plan follows required format</li> <li>• Demonstrates general understanding of learners and an ability to construct goals and objectives for instruction that draw on TEKS / TAKS</li> <li>• Shows good knowledge of content taught as well as instructional resources and procedures that are suited to the learners, content, and lesson</li> <li>• Demonstrates basic understanding of accommodations</li> </ul>	<b>0 - 6 points</b> <ul style="list-style-type: none"> <li>• Does not follow format for assignment or missing some or all of required parts of the lesson</li> <li>• Demonstrates limited understanding of learners and / or has problems constructing goals and objectives for instruction that draw on TEKS / TAKS</li> <li>• Lesson plan limited and / or lacks any real insights about learners, content, or pedagogy</li> <li>• Demonstrates basic understanding of accommodations and modifications needed for all</li> </ul>

	and modifications needed for all students to learn <ul style="list-style-type: none"> <li>Shows well developed ability to plan appropriate assessments</li> </ul>	and modifications needed for all students to learn <ul style="list-style-type: none"> <li>Shows ability to plan appropriate assessments</li> </ul>	students to learn <ul style="list-style-type: none"> <li>Has difficulty developing appropriate assessments</li> </ul>
<b>Part 2: Evaluation by mentor, supervisor, and peer</b> <b>5 points</b>	<b>5 points</b> <ul style="list-style-type: none"> <li>Submits formal evaluation with acceptable or higher ratings in every category</li> <li>Evaluation notes well developed ability to adjust instruction to meet learners' needs</li> </ul>	<b>4 points</b> <ul style="list-style-type: none"> <li>Submits formal evaluation with no unacceptable ratings</li> <li>Evaluation notes instructional ability to meet learners' needs</li> </ul>	<b>0-3 points</b> <ul style="list-style-type: none"> <li>Submits formal evaluation with some unacceptable ratings</li> <li>Evaluation notes inability to effectively adjust instruction to meet learners' needs</li> </ul>
<b>Part 3: Candidate Self Assessment</b> <b>5 points</b>	<b>5 points</b> <ul style="list-style-type: none"> <li>Shows well developed ability to reflect on practice and make necessary adjustments to enhance student learning.</li> </ul>	<b>4 points</b> <ul style="list-style-type: none"> <li>Shows ability to reflect on practice and make necessary adjustments to enhance student learning.</li> </ul>	<b>0-3 points</b> <ul style="list-style-type: none"> <li>Shows inability to reflect on practice and make necessary adjustments to enhance student learning.</li> </ul>
<b>TOTAL</b>	<b>20 points</b>	<b>14 - 19 points</b>	<b>&lt; 14 points</b>

### 3) MID BENCHMARK (Benchmark I) (5 points)

**Standards Link:**

**National Standards:** ACTFL 1-6; NCSS 1.1-1.10, 2.1-2.5; NCTE 2, 3, 4; NCTM 1-16; NSTA 1-10

**State Competencies:** TExES All Level Grades P-12 PPR 001-013; TExES Secondary Grades P-12 PPR 001-013; ExCET Art 001—060; ExCET French 001-045; EXCET German 001-044; ExCET Spanish 001-047; TExES History 001 – 019; TExES Social Studies, Grades 8 -12, 001 – 023; TExES English Language Arts/Reading, Grades 8 - 12 001-011; TExES Math, Grades 8-12 001-021; TExES Life Science, 001 -020; TExES Physical Science, 001-022; TExES Science, Grades 8 -12, 001 – 047; TExES Journalism 001 – 015; TExES Speech 001 - 016; TExES Music 011-012

**Description:** For the Residency, candidates will submit their mentor's evaluation on the Mid Benchmark (Benchmark I) at midterm

**Format:** Mid Benchmark (Benchmark I) form

**Grading Rubric:**

<b>5 Points Expert</b>	<b>4 points Acceptable</b>	<b>0 - 3 points Unacceptable</b>
<ul style="list-style-type: none"> <li>Submits residency evaluation with acceptable or higher rating on 90% of items</li> </ul>	<ul style="list-style-type: none"> <li>Submits residency evaluation with acceptable or higher rating on 80% of items</li> </ul>	<ul style="list-style-type: none"> <li>Submits residency evaluation with 21% or more unacceptable ratings</li> </ul>

### 4) END BENCHMARK (Benchmark II) & CANDIDATE SELF ASSESSMENT (20 points)

**Standards Link:**

**National Standards:** ACTFL 1-6; NCSS 1.1-1.10, 2.1-2.5; NCTE 2, 3, 4; NCTM 1-16; NSTA 1-10

**State Competencies:** TExES All Level Grades P-12 PPR 001-013; TExES Secondary Grades P-12 PPR 001-013; ExCET Art 001—060; ExCET French 001-045; EXCET German 001-044; ExCET Spanish 001-047; TExES History 001 – 019; TExES Social Studies, Grades 8 -12, 001 – 023; TExES English Language Arts/Reading, Grades 8 - 12 001-011; TExES Math, Grades 8-12 001-021; TExES Life Science, 001 -020; TExES Physical Science, 001-022; TExES Science, Grades 8 -12, 001 – 047; TExES Journalism 001 – 015; TExES Speech 001 - 016; TExES Music 011-012

**Description:** For Student Teaching, candidates will submit the 1) End Benchmarks (completed by their assigned cooperating teacher) that reflects their knowledge and skills in their area of certification, and 2) candidates will submit a narrative self assessment utilizing the same End Benchmarks.

**Format:** End Benchmark evaluation. Part 1) Mentor End Benchmark, Part 2) Candidate Self Assessment

**Grading Rubric:**

Assignment Requirements	20 Points Expert	14 - 19 points Acceptable	0 - 13 points Unacceptable
<b>Part 1: Cooperating Teacher Evaluation</b>	<ul style="list-style-type: none"> <li>Submits End Benchmark with expert rating in every category</li> <li>End Benchmark evaluation shows that candidate and cooperating teacher have a good working relationship and have collaborated throughout the experience</li> </ul>	<ul style="list-style-type: none"> <li>Submits End Benchmark evaluation with unacceptable or higher rating on 80% of items</li> </ul>	<ul style="list-style-type: none"> <li>Submits End Benchmark evaluation with 15% or more unacceptable ratings</li> <li>Cooperating teacher cites problem areas that were not corrected</li> </ul>
<b>Part 2: Candidate Self Assessment</b>	<ul style="list-style-type: none"> <li>Detailed self assessment shows well developed ability to reflect on practice and offer in depth insights about the student teaching experience and areas for future growth.</li> </ul>	<ul style="list-style-type: none"> <li>Shows ability to reflect on practice and offer insights about the student teaching experience and areas for future growth.</li> </ul>	<ul style="list-style-type: none"> <li>Shows inability to reflect on practice or offer insights about the student teaching experience.</li> </ul>

**5) POLICIES AGREEMENT (5 points)**

**6) ACTIVITIES CHECKLIST REPORT (5 points)**

**Standards Link:**

**National Standards:** ACTFL 1-6; NCSS 1.1-1.10, 2.1-2.5; NCTE 2, 3, 4; NCTM 1-16; NSTA 1-10

**State Competencies:** TExES All Level Grades P-12 PPR 001-013; TExES Secondary Grades P-12 PPR 001-013; ExCET Art 001—060; ExCET French 001-045; EXCET German 001-044; ExCET Spanish 001-047; TExES History 001 – 019; TExES Social Studies, Grades 8 -12, 001 – 023; TExES English Language Arts/Reading, Grades 8 - 12 001-011; TExES Math, Grades 8-12 001-021; TExES Life Science, 001 -020; TExES Physical Science, 001-022; TExES Science, Grades 8 -12, 001 – 047; TExES Journalism 001 – 015; TExES Speech 001 - 016; TExES Music 011-012

**Description:** For the Residency, candidates will submit the Activities Checklist from the Residency Handbook.

**Format:** Activities Checklist from the Residency Handbook

**Grading Rubric:**

5 Points Expert	4 points Acceptable	0 - 3 points Unacceptable
<ul style="list-style-type: none"> <li>Submits Activities Checklist with all items completed and confirmed by cooperating teacher</li> </ul>	<ul style="list-style-type: none"> <li>Submits Activities Checklist with 90% of items completed and confirmed by cooperating teacher</li> </ul>	<ul style="list-style-type: none"> <li>Submits Activities Checklist with less than 90% of items completed.</li> </ul>

**7) SPEECH COMPETENCY CHECKLIST (5 points)**

**Standards Link:**

**National Standards:** ACTFL 1-6; NCSS 1.1-1.10, 2.1-2.5; NCTE 2, 3, 4; NCTM 1-16; NSTA 1-10

**State Competencies:** TExES All Level Grades P-12 PPR 001-013; TExES Secondary Grades P-12 PPR 001-013; ExCET Art 001—060; ExCET French 001-045; EXCET German 001-044; ExCET Spanish 001-047; TExES History 001 – 019; TExES Social Studies, Grades 8 -12, 001 – 023; TExES English Language Arts/Reading, Grades 8 - 12

001-011; TExES Math, Grades 8-12 001-021; TExES Life Science, 001 -020; TExES Physical Science, 001-022; TExES Science, Grades 8 -12, 001 – 047; TExES Journalism 001 – 015; TExES Speech 001 - 016; TExES Music 011-012

**Description:** For the Residency, candidates will submit the Speech Competency Checklist from the Residency Handbook.

**Format:** Speech Competency Checklist from the Residency Handbook.

**Grading Rubric:**

5 Points Expert	4 points Acceptable	0 - 3 points Unacceptable
<ul style="list-style-type: none"> <li>Submits Speech Competency Checklist with cooperating teacher rating of acceptable in all categories.</li> </ul>	<ul style="list-style-type: none"> <li>Submits Speech Competency Checklist with cooperating teacher rating of acceptable in 90% of categories.</li> </ul>	<ul style="list-style-type: none"> <li>Submits Speech Competency Checklist with problems noted by cooperating teacher.</li> </ul>

**8) PROGRAM PORTFOLIO (20 points)** Detailed templates for each program/certification area are available in the Portfolio Portal and you will use this Portal to create and maintain the portfolio throughout your program. This is a required assignment for all courses in your program.

**Standards Link:**

**National Standards:** ACTFL 1-6; NCSS 1.1-1.10, 2.1-2.5; NCTE 2, 3, 4; NCTM 1-16; NSTA 1-10

**State Competencies:** TExES All Level Grades P-12 PPR 001-013; TExES Secondary Grades P-12 PPR 001-013; ExCET Art 001—060; ExCET French 001-045; EXCET German 001-044; ExCET Spanish 001-047; TExES History 001 – 019; TExES Social Studies, Grades 8 -12, 001 – 023; TExES English Language Arts/Reading, Grades 8 - 12 001-011; TExES Math, Grades 8-12 001-021; TExES Life Science, 001 -020; TExES Physical Science, 001-022; TExES Science, Grades 8 -12, 001 – 047; TExES Journalism 001 – 015; TExES Speech 001 - 016; TExES Music 011-012

**Description:** As candidates move through the program, they will compile a Program Portfolio that reflects their growing knowledge of instructional strategies, curriculum materials, and assessment tools and practices. This portfolio will be created in the Portal, the student data management system required by the College of Education. The template for this portfolio will vary based on the candidates program focus. Candidates must begin their portfolio in the first semester of enrollment. The final portfolio will be submitted in the final class, EDUC 4647, as a requirement for program completion.

**Format:** See Portal templates for format of the portfolio. The template will vary based on the focus of the certification program. If you are uncertain which template to choose to set up your portfolio, please check with your instructor.

**Grading Rubric (see grid that follows):**

20 Points Expert	14 - 19 points Acceptable	0 - 13 Points Unacceptable
<ul style="list-style-type: none"> <li>Easy to follow required format</li> <li>Easy to observe that all material has been included; all links/attachments function properly</li> <li>More than the required postings are included; these are directly related to the sections of the portfolio</li> <li>Detailed reflections and comments with postings that indicate well developed insights about content knowledge,</li> </ul>	<ul style="list-style-type: none"> <li>Follows format for assignment</li> <li>Easy to observe that all material has been included; all links/attachments function properly</li> <li>Required assignments only posted</li> <li>Some reflections or comments with postings that indicate basic insights about content knowledge, students, and pedagogy</li> </ul>	<ul style="list-style-type: none"> <li>Does not follow format for assignment</li> <li>Unable to observe if all material has been included</li> <li>Missing some or all of required assignments for specified point in the program</li> <li>Reflections are not included, are not substantive, and lack any real insights about content knowledge, students, and pedagogy</li> </ul>

students, and pedagogy		
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