

**The University of Texas at Arlington, College of Education  
General Overview**

**Residency**

Undergraduate Residency immediately follows internship for candidates seeking Early Childhood - 4th grade certification or Secondary certification and the Inquiry Semester for candidates seeking Middle-level certification. It is a one-semester experience scheduled according to the public school district calendar that involves working with mentor teachers and EC-12 students in the school setting five days a week. Residency is considered to be full-time enrollment. Candidates should become familiar with the Resident Handbook prior to the residency assignment.

For purposes of determining residency eligibility for all education candidates, the following must be completed:

- 2.75 GPA overall or last 60 hours.
- 2.75 GPA in all School of Education courses (with the exception of Kinesiology).
- Additional requirements specific to each certification level.

[www.uta.edu/soe/undergrad/certifications.html](http://www.uta.edu/soe/undergrad/certifications.html)

**Collaborating School Districts:**

Arlington Independent School District, [www.aisd.net](http://www.aisd.net)

Birdville Independent School District, <http://www.birdville.k12.tx.us/>

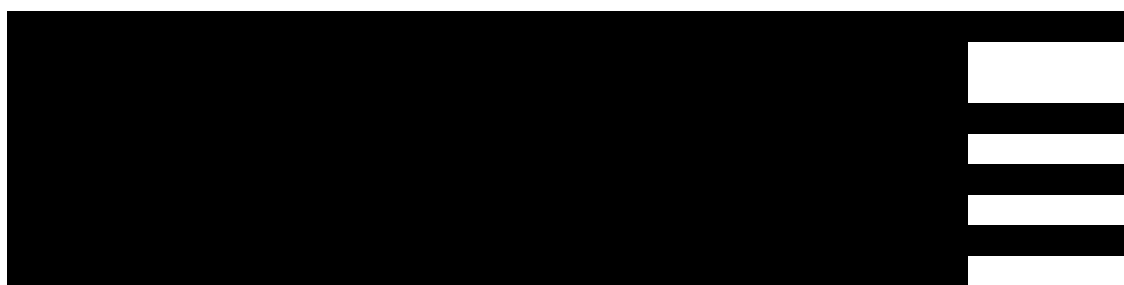
Dallas Independent School District, [www.dallasisd.org](http://www.dallasisd.org)

Duncanville Independent School District, <http://www.duncanvilleisd.org/>

Hurst-Euless-Bedford Independent School District, <http://www.hebisd.edu/>

Mansfield Independent School District, <http://www.mansfieldisd.org>

**NOTE: Each certification program collaborates with some or all of the districts noted. Please contact your program director for more information.**



University of Texas at Arlington  
College of Education  
**Policies Agreement Statement**

Resident/Mentor/School

I have read the following points of information and/or policies of The University of Texas at Arlington, College of Education, Field Experience Office, and Department of Curriculum & Instruction. I agree to follow the policies and procedures as stated. This statement must be signed and returned to your Residency instructor.

Signature (Typewritten name): \_\_\_\_\_

- Completion of the full residency experience which begins/ends with the public school calendar and not the UTA semester schedule.
- Consistent attendance throughout the Residency is required. No absences are allowed during the residency. Absences due to emergencies or illness must be reported; excessive absences can lead to dismissal from Residency.
- Residency candidates must report to the assigned school on time according to official school work hours, e.g., including at least 30 minutes prior to the time students report and at least 30 minutes after students are dismissed.
- Attendance at the assigned school campus on all school days including inservice and teacher work days is required.
- Residency candidates must meet all of the academic requirements of UTA relative to teacher education, including: (a) approval by the UTA faculty, (b) approval by the school district, and (c) maintaining the minimum requirement for acceptance to Residency: e.g., admission to teacher education; 2.75 GPA overall; no grades lower than C in area of specialization; 2.75 GPA and no grades lower than C in all professional education courses, and any other prerequisites to the teacher certification program.
- Successful completion of the Residency courses in addition to the field experience including all assignments as well as all paperwork associated with the Residency in the assigned school (e.g., lesson plans and self reflections, weekly reports, and submission of all mentor paperwork).
  
- For Residency candidates, the first week, complete a schedule with the mentor teacher and maintain this schedule throughout the semester.
- Nametags are to be worn in the schools throughout the entire residency. If not provided with one, please make one and wear it to all school activities. Security within a school is very important.
- Professionalism is of utmost importance. In addition to being a UTA student, during your residency, Residency candidates are a part of the faculty. Resident behavior will be observed by faculty, staff, community members and the students.
- Confidentiality is extremely important. School personnel, students and activities are not to be discussed off-campus. Learning about professionalism begins now.
- Cooperate with your mentor. He/She is ultimately responsible for the students and classroom.
- Follow through and complete all assignments given by the mentor and UTA instructors.
- Accept suggestions for improvement in a positive and professional manner.
- Do not criticize the UTA Teacher Education Program, the school, mentor teacher, or students.
- Use correct written and spoken English at all times.

<p>University of Texas at Arlington College of Education <b>Residency Requirements</b></p>
Each resident is required to read and comply with the requirements outlined in the Residency Handbook.
Attend Resident Seminars
Criminal Record Check (CRC) for the assigned school district
Speech Competency Checklist
Activities Checklist Report (Submitted at the end of the residency)
Weekly Reports with Instructional Activity and Assessment Log along with input by mentor (Submitted weekly)
5 Formal Lesson Plans & Post Lesson Plan Reflection/Self Assessment
2 Formal Mentor Evaluations (Submitted with each of the two formal lesson plans) 2 UTA Supervisor Formal Evaluations 1 Peer Evaluation
Program Portfolio posted in LiveText (Detailed templates for each program/certification area are available in LiveText and you will use LiveText to create and maintain the portfolio throughout your program. This is a required assignment for all courses in your program.)
Mid-Benchmark Evaluation (Mentor) End-Benchmark Evaluation (Mentor)
All course requirements in the Residency course including the Professional Development Activity

University of Texas at Arlington  
College of Education  
**Substitute Teaching Guidelines**

Individual ISD substitute policies vary. Check with the Program Director and Field Experience Office for details.

**AISD policy DPB (Local):**

A resident may be used as a substitute only when no other substitute is available. The resident is not entitled to be paid for services as a substitute.

The following would apply to **every UTA education resident**:

•**during residency**, residents are considered to be in the residency semester and are expected to be present in either public school classrooms or university classes each school day throughout the entire semester. Generally speaking, residents may not substitute for pay.

The following would apply to **every mentor teacher**:

When a mentor teacher takes the **compensatory day** given for having a resident in his/her classroom, the resident may substitute (with no compensation). This is handled through the building principal.

After 12 weeks of residency, if employment of a UTA resident is initiated by the building principal when a **long-term substitute** is needed to finish out the semester or **full-time employment as a teacher** is desired, the resident would need to resign from the program through the Field Placement Office **after** an ad hoc committee of campus, central office, and UTA education representatives has determined that this situation is in the best interests of students in that building. In these instances, the UTA Education Department will provide documentation\* to the district which indicates that the residents has satisfactorily completed the residency requirements.

Generally speaking, residents will not be used as substitutes in classrooms other than their mentor teachers.

\*See Statement of Satisfactory Completion Form available from the Program Director.

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

**Policy Statements Regarding Field-Based Experiences**

**Health Care Expenses:** University students will be responsible for their own transportation, meals, and health care while participating in the field-based program. University students bear the burden of any expenses incurred in conjunction with injuries that may occur during field-based classes/components, residency, and residency. The University will not reimburse the student for any expenses related to injuries.

**Criminal Record Checks:** Arlington ISD Criminal History Record forms may be obtained at the UTA College of Education ([www.uta.edu/coed/fieldexperience](http://www.uta.edu/coed/fieldexperience)) or at AISD's Volunteer Program Office at 1202 West Arkansas Lane in Arlington or on-line at <https://www.aisd.net/vol/>. All candidates taking field-based courses, including Residency and Residency, in the School of Education must complete AISD's forms and send them to:

**Susan Caldwell, AISD Volunteer Program Coordinator**  
**1202 West Arkansas Lane**  
**(817) 459-7543 fax**  
[www.aisd.net](http://www.aisd.net)

- ☐ Candidates must fill out new forms each semester.
- ☐ Upon receipt of a clear criminal history, the applicant will be placed on a list of approved individuals who may be in the classroom. You may view the approved list at <http://www.aisd.net/volunteerssl/showvolunteers/approved.asp?location=University%20Student%20Resident/Intern/Observer>
- ☐ In order to be on the campus with the children, the individual's name must appear on the list. Candidates should identify themselves when they first check in at their schools. (It is a good idea to carry your UTA ID card with you at all times.)
- ☐ If you are an intern or resident in a school district other than AISD, you may be asked to complete a criminal history check for that district as well. Check with your Residency school about their district's procedures.
- ☐ Each candidate is responsible for informing the Field Experience Office in the College of Education if he/she is not eligible to be in the classroom with children. (This usually means that a candidate will not be able to meet all course requirements and may need to drop. This is also the candidate's responsibility.)

\*\*\*See web-site [www.uta.edu/coed/fieldexperience](http://www.uta.edu/coed/fieldexperience) for CRC form.

University of Texas at Arlington College of Education <b>Attendance Expectations for Residents</b>
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**Absence Policy for Residency/Residency**

(Approved 1-30-97 by the UTA Supervisors and Office of Field Experiences, UTA):

No absences are allowed during residency/residency. In the case of emergency, Residents will be required to submit documentation with regard to each absence. If a Resident is scheduled to teach and is absent, the resident must have all lessons and materials ready for the mentor teacher to use in the same way that teachers must have lessons and materials ready for a substitute. This may necessitate the Resident delivering lesson plans and materials to the school or the mentor prior to the beginning of any classes on the day of the absence.

For interns, any time missed due to absences, must be made up in order to successfully complete residency.

**Absence Procedures for Residents**

1. Residents should call mentor teacher as soon as they know they must be absent. This must be done before the school day begins.
2. Residents must email the Field Experience Office, the UTA supervisor, and the UTA Residency instructor and report the absence on the date of the absence.
3. Residents should make arrangements to take care of any classroom responsibilities they may have planned for the day (just as your mentor must do to prepare for a substitute).
4. Residents should follow the school's procedures for reporting teacher absences. This will vary from school to school, but may include calling the secretary or principal. Ask your mentor teacher about the school's attendance policy when you first meet with her/him.
5. All residents must arrive promptly and leave at teacher dismissal time each day. The Field Experience Office will contact any resident who does not follow these expectations. Failure to follow the official teacher work day hours may be counted as an absence.

University of Texas at Arlington  
College of Education  
**Residency Requirements**

Attend Seminars (Refer to syllabus and program director), Submit Criminal Record Check (CRC), Checklist of Recommended Activities for Mentor Teacher, Weekly Reports & Reflections, Informal and Formal Lesson Plans / Evaluations, and Mid and End Benchmarks.

Traditional residents keep the same hours as their mentor teacher(s). Residents are expected to participate in all activities that their mentor is involved in at the partner school. Activities may include: PTA meetings, open house, UIL, in-services, faculty meetings, ARD meetings, and parent conferences.

All teaching activities during residency may be structured in the following fashion to ensure proper mentoring and development in understanding of how children learn. The following is an example you may adopt. This is just a guideline. You and your mentor will decide on your timeline of phase in/phase out of responsibilities and sign an agreement related to your schedule.

**DATE**

	<b>Week #1</b> Recommended duties include taking roll, distributing and collecting papers, grading and posting grades, assisting in the planning of lessons, copying and gathering instructional materials, individual tutoring, and small group instruction. Residents should present at least one lesson. Complete Weekly Report and discuss with mentor. * During week one the resident and mentor should jointly review this form.
	<b>Week #2</b> Resident will teach one class period / subject . Mentor teacher remains in the room to observe and provide feedback. Complete Weekly Report and discuss with mentor.
	<b>Week #3</b> Resident will teach two class periods /subjects. Mentor remains in the classroom and provides feedback (Mentor Formal Observation Form A). Complete Weekly Report and discuss with mentor.
	<b>Week #4</b> Resident will teach three class periods / subjects. Mentor teacher remains in the classroom to observe and provide feedback. Complete Weekly Report and discuss with mentor.
	<b>Week #5</b> Resident will teach four classes. Mentor teacher remains in the classroom to observe and provide feedback. Complete Weekly Report and discuss with mentor.
	<b>Week #6</b> Resident will teach five classes. Mentor teacher remains in the classroom to observe and provide feedback. Complete Weekly Report.
	<b>Week #7</b> Resident will assume all teaching responsibilities. Mentor teacher remains in the classroom to observe and provide feedback. Complete Weekly Report and complete the Speech Competency Form.
	<b>Week #8</b> Teach all classes. Complete Mid-Term Evaluation and conference to discuss progress. Complete Weekly Report and discuss with mentor.
	<b>Weeks #9- end of the semester</b> Classes and responsibilities will be returned to the mentor teacher gradually each week. Mentor observes in selected classes and provides verbal feedback. Complete Weekly Reports and discuss with mentor.

**NOTE:** All lesson plans are to be typed and reviewed by the mentor teacher in a timely manner (48 hours prior to delivery of lesson). Weekly Reports must be completed collaboratively each week and to ensure communication and progress. Also, residents must assist mentors in preparing students for final examinations at the end of semesters. Residents should prepare exam questions and assist in helping students review in preparation for these exams. If you have two mentors, please contact your program director for a sample schedule.

**The University of Texas at Arlington**  
**College of Education**  
**Residency Requirements with 2 Mentors/Assignments**

<b>Mentor 1</b> <b>First Half of Semester</b>	<b>Mentor 2</b> <b>Second Half of Semester</b>
<b>Week 1</b> *Complete Policies Agreement Statement, Weekly Report and discuss with mentor Recommended duties include taking roll, distributing and collecting papers, grading and posting grades, assisting in the planning of lessons, copying and gathering instructional materials, individual tutoring, and small group instruction. Residency candidates should present at least one lesson.	<b>Week 7</b> *Weekly Report Recommended duties include taking roll, distributing and collecting papers, grading and posting grades, assisting in the planning of lessons, copying and gathering instructional materials, individual tutoring, and small group instruction. Residency candidates should present at least one lesson.
<b>Week 2</b> *Weekly Report *Assume 1-2 classes	<b>Week 8</b> *Weekly Report *Assume 1-2 classes
<b>Week 3</b> *Weekly Report *Assume 3-4 classes	<b>Week 9</b> *Weekly Report *Assume 3-4 classes
<b>Week 4</b> *Weekly Report *Teach all classes /all day (100%) *Formal Lesson Plan / Evaluation / Reflection	<b>Week 10</b> *Weekly Report *Teach all classes / all day (100%) *Formal Lesson Plan / Evaluation / Reflection
<b>Week 5</b> *Weekly Report *Gradually return subjects to mentor *Mid-Benchmarks due by end of week 6	<b>Week 11</b> *Weekly Report *Program / Professional Portfolio *Gradually return class to mentor *End-Benchmarks due by end of week 12
<b>Weeks 6 - 9</b> *Weekly Report *Return all subjects to mentor / team-teach /assist / tutor *Work on Program Portfolio	<b>Weeks 12 – End of ISD Semester</b> *Weekly Report *Return all subjects to mentor / team-teach /assist / tutor *Recommended / Required Activities Checklists Due

**NOTE:** All lesson plans are to be reviewed by the mentor teacher in a timely manner (48 hours prior to delivery of lesson). Weekly Reports must be completed collaboratively each week and to ensure communication and progress. All Weekly Reports must include written input from the mentor. Also, residency candidates must assist mentors in preparing students for final examinations at the end of semesters. Residency candidates should prepare exam questions and assist in helping students review in preparation for these exams.



University of Texas at Arlington  
College of Education  
**RECOMMENDED Activities**

UTA Candidate \_\_\_\_\_

UTA Supervisor \_\_\_\_\_

Mentor and School \_\_\_\_\_

Try to complete as many of the following additional activities as possible to enhance your residency / residency experience. Fill in the dates of the optional activities as you complete them.

**DATE COMPLETED      ACTIVITY**

	Attend the following:
	a. school board meeting
	b. professional teacher association meeting
	c. PTA meeting
	d. faculty meeting
	e. departmental meeting
	f. in-service / staff development
	g. parent conference
	Meet with the following staff members:
	a. school nurse
	b. counselor
	c. cafeteria worker
	d. custodial worker
	e. At-Risk coordinator / social worker
	f. school secretary
	g. DARE officer and/or security
	3. Examine a sample of student's permanent record (CONFIDENTIAL)
	4. Participate in a field trip
	5. Observe your mentor during an extracurricular activity / event
	6. Observe you mentor being evaluated by an administrator
	7. Planning / conference time observations
	8. Lunch period
	9. Before and after school programs / tutorials
	10. UIL event
	11. Athletic event
	12. Club meeting or assembly

COMMENTS:

Resident Signature \_\_\_\_\_

Date \_\_\_\_\_

Mentor Signature \_\_\_\_\_

Date \_\_\_\_\_

The University of Texas at Arlington  
College of Education  
**UTA Candidate Schedule**

UTA Candidate \_\_\_\_\_ Date completed \_\_\_\_\_

School \_\_\_\_\_ Grade / Subject \_\_\_\_\_

Mentor \_\_\_\_\_

I am currently enrolled in \_\_\_\_\_ hours at the University of Texas at Arlington.

Please list the courses in progress:

Course	Time	Day(s)	Building	Room #
_____	_____	M T W Th F S	_____	_____
_____	_____	M T W Th F S	_____	_____
_____	_____	M T W Th F S	_____	_____
_____	_____	M T W Th F S	_____	_____

In addition, I am working the following hours at: \_\_\_\_\_  
\_\_\_\_\_

Home phone: (     ) \_\_\_\_\_ - \_\_\_\_\_ Work phone: (     ) \_\_\_\_\_ - \_\_\_\_\_

E-mail \_\_\_\_\_

The University of Texas at Arlington  
College of Education  
**UTA Candidate Schedule – cont'd**

Resident \_\_\_\_\_ School \_\_\_\_\_  
 Mentor \_\_\_\_\_ Grade / Subject \_\_\_\_\_  
 Room number \_\_\_\_\_ School hours \_\_\_\_\_ - \_\_\_\_\_  
 School number \_\_\_\_\_ School fax number \_\_\_\_\_  
 Principal \_\_\_\_\_ Phone number \_\_\_\_\_

\*Please attach a school district calendar to this form with holidays and no school days identified.

**I will be completing my residency on the following day(s):**

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Period / Time Subject					
Period / Time Subject					
Period / Time Subject					
Period / Time Subject					
Period / Time Subject					
Period / Time Subject					
Period / Time Subject					
Period / Time Subject					
Period / Time Subject					

\*Make note of conference time.

## Weekly Report Format

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

Resident \_\_\_\_\_

Mentor & 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 Mentor

**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)

### RESIDENT COMMENTS:

Strengths:

Goal(s) for growth:

**MENTOR COMMENTS** (mentor comments must be written by mentor and verified by mentor to the UTA instructor):

General 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  (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 mentor teacher's activities.)	Reflections on Student Performance/Success  (For each activity, reflect on your own or your mentor's level of success and the students' performance.)

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

Week	Assessments  (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.)	Reflections on Student Performance/Success  (For each assessment, reflect on the students' performance. For instance, record the number of students, grade range, 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.)

<p>The University of Texas at Arlington College of Education <b>Lesson Plan Requirements</b></p>
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On the next several pages, you will find the standard lesson plan form required for residency / residency. The following guidelines apply to preparation of lesson plans.

**For REQUIRED Formal Evaluations of Lessons**

Residents are to utilize the form provided for all lessons which will be formally evaluated by mentor teachers or peers. Mentor teachers and peers evaluating lessons need to have a copy of the detailed lesson plan at least **48 hours** before the lesson is to be taught so that final revisions can be made if necessary before the actual teaching is done. The Reflection Form needs to accompany the lesson plans.

**During Residency**

For lessons taught that are not being evaluated, the mentor teacher may require the more detailed lesson plan format until the mentor determines that the resident is utilizing appropriate lesson planning techniques. The mentor may allow the resident to use a more abbreviated lesson plan format. This is up to the discretion of the mentor and the mentor and the resident will agree upon the abbreviated lesson plan format utilized. The Resident will use the detailed lesson plan form in the handbook for all evaluations completed by the assigned UTA Supervisor.

\*If there are any questions, please feel free to contact our Field Experience Office at 817-272-2831 or visit our website at [www.uta.edu/coed/fieldexperience](http://www.uta.edu/coed/fieldexperience) .

## Lesson Plan Format for Three Formal Lesson Plan Implementations

**University of Texas at Arlington  
College of Education  
Lesson Plan Form**

**(to be used for formal literacy lesson plan to be implemented and evaluated by the mentor teacher)**

Practicum candidate \_\_\_\_\_  
Mentor / School \_\_\_\_\_ / \_\_\_\_\_  
Grade \_\_\_\_\_ Subject \_\_\_\_\_  
Date of lesson \_\_\_\_\_  
Approximate Length of Lesson \_\_\_\_\_ min/hrs

**As a SET of paperwork, submit the following items for formal lesson plan taught.**

1. Formal Lesson Plan
2. A content outline citing the major literacy concepts you will cover with your lesson.
3. Any handouts or activities and assessments that you will be using and that reflect the literacy content you are teaching.
4. Mentor Evaluation Form.
5. Your self assessment of the lesson according to the format that follows.

### **Lesson Plan Format**

**Instructional Objective** (Includes content, level of thinking [Bloom's], and student output.)

**Instructional Materials and Resources:** (what do you need to give instruction to students)

**Content:** Include specific pages, notes, and any research you have done on the topic that is being presented.

**Accommodations and Modifications:**

This area needs to be filled in whether you have special needs students or not.

**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**

**KEEP IN MIND THAT YOU CAN REPEAT NUMBERS 3 & 4 IF TIME PERMITS.**

- **Feedback Suggested time: 2 minutes**

**Evaluation Suggested time: 10 minutes**

- **Post assessment of concept/process/skill:**

**Closure Suggested time: 2 minutes**



Time limits are based on a 50 minute period. Keep in mind that you need to be changing activities with regularity to keep students on task. The attention span for most adults is no longer than 10-15 minutes at best so you can imagine what it is with adolescents.

### **Instructions for Lesson Plan Format**

**Instructional Objective** (Includes content, level of thinking [Bloom's], and student output.) Ex: Students will be able to explain cooperative learning by application of the process in a classroom situation with 100% accuracy.

**Instructional Materials and Resources:** (what do you need to give instruction to students)

Textbook(s)  
Handouts  
Overhead transparencies

**Content:** Include specific pages, notes, and any research you have done on the topic that is being presented. For example: Intro. To Business – pages 5-18, Handout on Vocabulary, Additional Handouts and Teacher Notes

**Accommodations and Modifications:**

This area needs to be filled in whether you have special needs students or not.

**Instructional Procedures:** (assign time limits to each)

**Sponge Activity:** A "sponge" (also called bell work/bell ringers or vocabulary builders) is an activity designed to produce learning during the times taken up by "administrivia." When you go over these activities, do it orally so that you can determine the type of error and why students are making mistakes; also discussing aloud why certain answers are correct allows students to understand your thinking process. Suggested time: 5 minutes

**Set induction:** this should be an experiment, read aloud, or hands on demonstration that gets the students interested in what is being presented that day. Suggested time: 3 minutes

**Pre-assessment of student understanding of the lesson concept/process/skill:** Conduct a quick assessment of student understanding of what you are about to present. This information could be gathered from homework results, questioning during the sponge activity, a pretest, etc. Make note of exactly how many students have no understanding of the concept/process/skill to be taught and how many may have some idea, etc.

**Large group instruction:** have your notes ready to give the overview of the lesson for the students. (This part should not last more than 15 minutes without some kind of interaction from the students---they can not keep their focus any longer than that.) Suggested time: 10 minutes maximum

As you begin to have students try what you have taught, then check for understanding which can be done in a number of ways: responses to questions, board work, monitoring of independent work.

In your instruction description, note how your instruction provides specific intervention focused on the pre-assessment that you conducted before the lesson.

**Independent work or group work could include:** activities at their desks, board work, experiments, projects they are working on, or research in class sets of books. You don't have to do group work, but if you do, keep the following items in mind.

- Grouping of students
  - o assign roles
  - o discuss time limits
  - o discuss signals-what does the teacher do to get students' attention (make sure the students know this from the very beginning of the year)

Work with assigned groups using outline or with individual students depending on the assignment. (Be sure to move around from student to student to check for understanding.) Suggested time: 15 minutes maximum

**KEEP IN MIND THAT YOU CAN REPEAT NUMBERS 3 & 4 IF TIME PERMITS.**

**Give feedback at end of time limit:** Feedback means that you sum up the most important things that you wanted them to gather from what they were doing whether it was an experiment, worksheet, project, or research. Suggested time: 2 minutes

**Evaluation: (Can include any or all of the following areas):**

**Post assessment of concept/process/skill:** use any of the following means of evaluation or others to specifically assess how many students have now mastered what was taught. 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.

- Oral presentation by each person-use only if you did group work
- Evaluation of contribution by each group member-use only if you did group work
- Any future tests will include concepts and processes studied (you may want to have a quick 5 question test to see if the students understood what you presented.)

**Suggested time: 10 minutes**

**Closure:** Teacher summarizes 2 concepts that were introduced in your large group instruction. Then teacher has students use these same concepts to apply to the lesson they just finished. (For example: Today, students we covered the concepts of free enterprise. How do the following 2 terms relate back to what you did in class today?) You as the teacher be sure that you summarize the concepts at the very end before they leave the class. **Suggested time: 2 minutes**

**Lesson Plan Reflection Form**  
**(to be completed by practicum candidate after formal lesson plan implementation and evaluation)**

<b>Name</b>	<b>Grade Level</b>	<b>Subject</b>
<b>Date of Lesson</b>		<b>Actual Length of Lesson</b>

**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?

**PRACTICUM CANDIDATE SELF ASSESSMENT**

Strengths:

Goal(s) for growth:

**CLUSTER 1: PLANNING AND PREPARATION FOR LEARNER-CENTERED KNOWLEDGE AND INSTRUCTION**

- Demonstrates knowledge of content and pedagogy (National Standards, if appropriate as well as TEKS/TAAS Objectives listed and appropriate)
- Demonstrates knowledge of students
- Uses instructional goals and objectives (curriculum appropriateness)
- Demonstrates knowledge of materials, resources and technology
- Uses coherent instruction (transitions noted and subject material integrated)
- Assesses student learning (informal, formal, verbal, written, participation or visual)

**CLUSTER 2: CLASSROOM ENVIRONMENT THAT PROVIDES EQUITY, EXCELLENCE, AND INSTRUCTION**

- Creates an environment of respect (body language, tone, manners)
- Establishes a culture for learning (stated objectives and agenda, and reviewed prior knowledge)
- Manages classroom procedures (delegated to students, instructions stated clearly)
- Manages student behavior (expectations posted, consistent, verbal and non-verbal cues, and effective)
- Organizes physical space (seating arrangement, location of visuals, safety, and cleanliness)

**CLUSTER 3: INSTRUCTION AND COMMUNICATION**

- Communicates clearly and accurately (usage, tone, written and oral, pace, and verbal and non-verbal cues)
- Uses questioning / discussion techniques (critical thinking, logical sequence, frequency, and explanations)
- Engages students in learning (frequency; whole group, small groups, individuals)
- Provides feedback to students (positive; prompt; specific; and clear)
- Demonstrates flexibility and responsiveness

College of Education <b>Mentor Evaluation</b>
--

Please return to the Director of Field Experience at UTA, College of Education,  
P.O. Box 19227, Arlington, Texas 76019. Thank you in advance for your time and feedback.

The Mentor...

	Poor 1	2	Average 3	4	Excellent 5
<div style="display: flex; align-items: flex-start;"> <div style="margin-right: 10px;">◆</div> <div> acted in a professional manner with me and other school personnel. Comments: <div style="border-bottom: 1px solid black; width: 60%; margin-top: 5px;"></div> </div> </div>					
<div style="display: flex; align-items: flex-start;"> <div style="margin-right: 10px;">◆</div> <div> was accessible when situations or questions arose. Comments: <div style="border-bottom: 1px solid black; width: 60%; margin-top: 5px;"></div> </div> </div>					
<div style="display: flex; align-items: flex-start;"> <div style="margin-right: 10px;">◆</div> <div> prepared the students for my role. Comments: <div style="border-bottom: 1px solid black; width: 60%; margin-top: 5px;"></div> </div> </div>					
<div style="display: flex; align-items: flex-start;"> <div style="margin-right: 10px;">◆</div> <div> provided constructive feedback on a regular basis. Comments: <div style="border-bottom: 1px solid black; width: 60%; margin-top: 5px;"></div> </div> </div>					
<div style="display: flex; align-items: flex-start;"> <div style="margin-right: 10px;">◆</div> <div> supported my efforts. Comments: <div style="border-bottom: 1px solid black; width: 60%; margin-top: 5px;"></div> </div> </div>					
<div style="display: flex; align-items: flex-start;"> <div style="margin-right: 10px;">◆</div> <div> Would you recommend this mentor for another UTA student?  Comments: <div style="border-bottom: 1px solid black; width: 60%; margin-top: 5px;"></div> <div style="border-bottom: 1px solid black; width: 60%; margin-top: 5px;"></div> <div style="border-bottom: 1px solid black; width: 60%; margin-top: 5px;"></div> <div style="border-bottom: 1px solid black; width: 60%; margin-top: 5px;"></div> <div style="border-bottom: 1px solid black; width: 60%; margin-top: 5px;"></div> <div style="border-bottom: 1px solid black; width: 60%; margin-top: 5px;"></div> <div style="border-bottom: 1px solid black; width: 60%; margin-top: 5px;"></div> </div> </div>					

Mentor's Name \_\_\_\_\_ School \_\_\_\_\_  
UTA Supervisor \_\_\_\_\_ Date \_\_\_\_\_

The University of Texas at Arlington  
College of Education  
**UTA Supervisor Evaluation**

Please return to the Director of Field Experience at UTA, College of Education, P.O. Box 19227, Arlington, Texas 76019. Thank you in advance for your time and feedback.

UTA Supervisor \_\_\_\_\_ Date \_\_\_\_\_

The UTA Supervisor...

	Poor 1	2	Average 3	4	Excellent 5
<p>◆ acted in a professional manner with me and other school personnel. Comments:</p> <p>_____</p> <p>_____</p>					
<p>◆ was accessible when situations or questions arose. Comments:</p> <p>_____</p> <p>_____</p>	1	2	3	4	5
<p>◆ observed and evaluated the an adequate number of times throughout the semester. Comments:</p> <p>_____</p> <p>_____</p>	1	2	3	4	5
<p>◆ provided 3-way discussion meetings that were helpful to me and the mentor. Comments:</p> <p>_____</p> <p>_____</p>	1	2	3	4	5
<p>◆ solicited my comments in evaluating my performance. Comments:</p> <p>_____</p> <p>_____</p>	1	2	3	4	5
<p>◆ What was your status this semester?</p>	Intern		Resident		

**SENATE BILL No. 1, 74<sup>th</sup> Texas Legislature, 1994.**

**SUBCHAPTER B. CIVIL IMMUNITY**

**SECTION 22.051 Immunity from Liability for Professional Employees**

- (a) A professional employee of a school district is not personally liable for any act that is incident to or within the scope of the duties of the employee's position of employment and that involves the exercise of judgment or discretion on the part of the employee, except in circumstances in which a professional employee uses excessive force in the discipline of students or negligence resulting in bodily injury to students.
- (b) This section does not apply to the operation, use or maintenance of any motor vehicle.
- (c) In this section, "professional employee" includes:
  - 1. a superintendent, principal, teacher, supervisor, social worker, counselor, nurse, and teacher's aide;
  - 2. a student in an education preparation program participating in a field experience or residency;
  - 3. a school bus driver certified in accordance with standards and qualifications adopted by the Department of Public Safety; and
  - 4. any other person whose employment requires certification and the exercise of discretion.

University of Texas at Arlington  
College of Education  
**Code of Ethics and Standard Practices for Texas Educators**

*The Texas educator should strive to create an atmosphere that will nurture to fulfillment the potential of each student. The educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community. In conscientiously conducting his or her affairs, the educator shall exemplify the highest standards of professional commitment.*

**PRINCIPLE I Professional Ethical Conduct**

*The Texas educator shall maintain the dignity of the profession by respecting and obeying the law, demonstrating personal integrity, and exemplifying honesty.*

- Standard 1 The educator shall not intentionally misrepresent official policies of the school district or educational institution and shall clearly distinguish those views from personal attitudes and opinions.
- Standard 2 The educator shall honestly account for all funds committed to his or her charge and shall conduct financial business with integrity.
- Standard 3 The educator shall not use institutional or professional privileges for personal or partisan advantage.
- Standard 4 The educator shall accept no gratuities, gifts, or favors that impair professional judgment.
- Standard 5 The educator shall not offer any favor, service, or thing of value to obtain special advantage.
- Standard 6 The educator shall not falsify records, or direct or coerce others to do so.

**PRINCIPLE II Professional Practices and Performance**

*The Texas educator, after qualifying in a manner established by law or regulation, shall assume responsibilities for professional administrative or teaching practices and professional performance and shall demonstrate competence.*

- Standard 1 The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications and shall adhere to the terms of a contract or appointment.
- Standard 2 The educator shall not deliberately or recklessly impair his or her mental or physical health or ignore social prudence, thereby affecting his or her ability to perform the duties of his or her professional assignment.
- Standard 3 The educator shall organize instruction that seeks to accomplish objectives related to learning.
- Standard 4 The educator shall continue professional growth.
- Standard 5 The educator shall comply with written local school board policies, state regulations, and other applicable state and federal laws.

**PRINCIPLE III Ethical Conduct Toward Professional Colleagues**

*The Texas educator, in exemplifying ethical relations with colleagues, shall accord just and equitable treatment to all members of the profession.*

- Standard 1 The educator shall not reveal confidential information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.
- Standard 2 The educator shall not willfully make false statements about a colleague or the school system.
- Standard 3 The educator shall adhere to written local school board policies and state and federal laws regarding dismissal, evaluation, and employment processes.
- Standard 4 The educator shall not interfere with a colleague's exercise of political and citizenship rights and responsibilities.
- Standard 5 The educator shall not discriminate against, coerce, or harass a colleague on the basis of race, color, religion, national origin, age, sex, disability, or family status.
- Standard 6 The educator shall not intentionally deny or impede a colleague in the exercise or enjoyment of any professional right or privilege.
- Standard 7 The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.
- Standard 8 The educator shall have the academic freedom to teach as a professional privilege, and no educator shall interfere with such privilege except as required by state and/or federal laws.

**PRINCIPLE IV Ethical Conduct Toward Students**

*The Texas educator, in accepting a position of public trust, should measure success by progress of each student toward realization of his or her potential as an effective citizen.*

- Standard 1 The educator shall deal considerately and justly with each student and shall seek to resolve problems including discipline according to law and school board policy.
- Standard 2 The educator shall not intentionally expose the student to disparagement.
- Standard 3 The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.
- Standard 4 The educator shall make reasonable effort to protect the student from conditions detrimental to learning, physical health, mental health, or safety.
- Standard 5 The educator shall not deliberately distort facts.
- Standard 6 The educator shall not unfairly exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, sex, disability, national origin, religion, or family status.
- Standard 7 The educator shall not unreasonably restrain the student from independent action in the pursuit of learning or deny the student access to varying points of view.

**PRINCIPLE V Ethical Conduct Toward Parents and Community**

*The Texas educator, in fulfilling citizenship responsibilities in the community, should cooperate with parents and others to improve the public schools of the community.*

- Standard 1 The educator shall make reasonable effort to communicate to parents information that lawfully should be revealed in the interest of the student.
- Standard 2 The educator shall endeavor to understand community cultures and relate the home environment of students to the school.
- Standard 3 The educator shall manifest a positive role in school-public relations.



<p>The <b>University of Texas at Arlington</b> College of Education <b>Responsibilities of the Mentor</b></p>
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- To prepare the classroom students to receive a UTA candidate
- To orient the UTA candidate to campus, curriculum and classroom procedures
- To conduct weekly conferences with UTA candidate and document feedback in a written weekly report on an approved form.
- To conduct a minimum of 2 formal observations/evaluations and provide written feedback on the approved form.
- To document concerns about the candidate's performance in the school setting through a request for a conference which results in a written action plan collaboratively developed with mentor input and UTA.
- To complete a MID and END benchmarks, providing written feedback on the approved form. A determination of whether the candidate should be recommended to proceed to a second placement (for EC-4, Middle Level , and ALL LEVEL candidates) must be noted on the MID benchmark form and a recommendation for certification must be noted on the END benchmark form.
- To complete a Speech Competency Evaluation form and provide written feedback on the approved form.
- To communicate with UTA supervisor on a consistent basis.
- To review the Mentor and Intern-Resident Handbook with the Resident.
- To help the Resident implement recommendations received during daily evaluation sessions.
- To arrange time for the Resident to confer with the university supervisors following a visit.
- To free the Resident to attend all required seminars that are part of his/her clinical experience.

University of Texas at Arlington College of Education <b>Information for the Mentor Teacher</b>
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#### Preparation before UTA Resident arrival

- ❖ Prepare your class. (Share biographical information and explain the purpose of the Resident experience.) Make sure that the students understand the role and authority of the UTA Resident.
- ❖ Allow your students to participate in planning a "proper" welcome for the Resident (bulletin boards, posters, biographical letters from Residents, etc.)
- ❖ Make arrangements with school personnel for the arrival of the UTA Resident. Is there a place to sign in the office? Is a parking sticker necessary?
- ❖ Plan to provide the UTA Resident with a place/area to call "home" (a work area, access to class materials, supplies, etc.)
- ❖ Obtain current address, phone number and e-mail information from the UTA Resident.

#### Information for the UTA Resident

- ❖ Provide the UTA Resident with an orientation packet containing parking information, campus map, class schedules, student and teacher handbooks (Code of Conduct), district and school calendars, class rolls and seating charts, and lesson plans for the first few days.
- ❖ Make arrangements for the UTA Resident to have access to textbooks, curriculum guides, teacher's guides, media and technology applications.
- ❖ Explain administrative procedures, classroom rules, management systems, library and computer lab procedures, and rules regarding office equipment (copy machine, laminator, die-cut tools, etc.) Tell the Resident how to obtain teacher resources.
- ❖ Provide the UTA Resident with information concerning what the students have been working on previously and currently. Explain short term and long term planning and goal setting.
- ❖ Explain and model safety drills.
- ❖ Explain procedures for calling in absences and substitute policies.

The University of Texas at Arlington College of Education <b>Recommended Activities for Mentor Teacher</b>
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Date	Activity
_____	Conduct a tour of the building and introduce the resident to school personnel.
_____	Give the Resident a class list and daily schedule.
_____	Show the Resident where personal items may be kept.
_____	Inform the Resident of the housekeeping procedures, such as opening blinds that cabinets, counters, and floors are neat. <span style="float: right;">seeing</span>
_____	Explain school and classroom discipline policies and procedures.
_____	Provide opportunities for the Resident to assist with some clerical duties.
_____	Arrange opportunities for the Resident with some clerical duties.
_____	Acquaint the Resident with the grading system.
_____	Explain the quality of work expected of students in class work and homework.
_____	Allow the Resident to assist in checking student work and recording grades.
_____	Have available copies of textbooks, lesson plan book, curriculum guides, and grade book for the Resident to review and use.
_____	Acquaint the Resident with school and classroom policies for early arrivals and late dismissals.
_____	Provide the Resident with the names of pupils with special activities.
_____	Inform the Resident of procedures for getting students to special classes.
_____	Acquaint the Resident with fire drill and emergency procedures.
_____	Involve the Resident in special duty responsibilities.
_____	Provide opportunities for the Resident to assist with individual and small group work.
_____	Present carefully prepared demonstration lessons for the Resident to observe and analyze them together.
_____	Share personal teaching materials with the Resident.
_____	Share the Code of Conduct / Ethics (if available).
_____	Allow the Resident to experience a parent conference.
_____	Discuss behavior management techniques (both in and outside of the classroom).
_____	Demonstrate and discuss the subtle classroom management techniques that work with your class. (Examples: eye contact, touch, careful planning, seating arrangement, etc.)
_____	Teach computer grade and attendance systems to the Resident.

**The University of Texas at Arlington, College of Education**  
Formal Observation

Candidate Name:

Intern/Resident/Practicum Candidate (Circle one)

Observer (Mentor/Supervisor):

Mentor Name, School and Grade Level(s):

Date/Time of Observation:

Subject Taught:

Rating system is as follows:

**1=Approaches Standard, 2=Meets Standard, and 3=Far Exceeds Standard**

**CLUSTER 1: PLANNING AND PREPARATION FOR LEARNER-CENTERED KNOWLEDGE AND INSTRUCTION**

- Demonstrates knowledge of content and pedagogy (TEKS/TAKS Objectives listed and appropriate)  
1      2      3      NA
- Demonstrates knowledge of students  
1      2      3      NA
- Uses instructional goals and objectives (Curriculum appropriateness)  
1      2      3      NA
- Demonstrates knowledge of materials, resources and technology  
1      2      3      NA
- Uses coherent instruction (Transitions noted and subject material integrated)  
1      2      3      NA
- Assesses student learning (Informal, formal, verbal, written, participation or visual)  
1      2      3      NA

**COMMENTS:**

**CLUSTER 2: CLASSROOM ENVIRONMENT THAT PROVIDES EQUITY, EXCELLENCE, AND INSTRUCTION**

- Creates an environment of respect (Body language, tone, manners)  
1      2      3      NA
- Establishes a culture for learning (Stated objectives and agenda, and reviewed prior knowledge)  
1      2      3      NA
- Manages classroom procedures (Delegated to students, instructions stated clearly)  
1      2      3      NA
- Manages student behavior (Expectations posted, consistent, verbal and non-verbal cues, and effective)  
1      2      3      NA
- Organizes physical space (Seating arrangement, location of visuals, safety, and cleanliness)  
1      2      3      NA

**COMMENTS:**

**CLUSTER 3: INSTRUCTION AND COMMUNICATION**

- Communicates clearly and accurately (Usage, tone, written and oral, pace, and verbal and non-verbal cues)  
1      2      3      NA
- Uses questioning / discussion techniques (Critical thinking, logical sequence, frequency, and explanations)  
1      2      3      NA
- Engages students in learning (Frequency; whole group, small groups, individuals)  
1      2      3      NA
- Provides feedback to students (Positive; prompt; specific; and clear)  
1      2      3      NA
- Demonstrates flexibility and responsiveness  
1      2      3      NA

**COMMENTS:**

**POST-CONFERENCE SIGNATURES REQUIRED (Undergraduate Residents/Mentors Only):**

Mentor/Supervisor

Resident

Date

The University of Texas at Arlington  
College of Education  
**Speech Competency in Instructional Settings Form**  
**(To be completed by the Mentor)**

Resident \_\_\_\_\_  
Mentor and School \_\_\_\_\_  
UTA Supervisor \_\_\_\_\_

This form is to be completed by the mentor teacher and submitted with the Mid Benchmarks Form. Mentors should initial each item to verify response.

**REQUIRED COMPETENCIES:**

- \_\_\_\_\_ 1. The Resident is able to use correct spoken grammar including verb tense, pronouns, etc.  
YES    NO
- \_\_\_\_\_ 2. The Resident is able to clearly enunciate sounds and words so that his/her s students can clearly understand words and sentences.  
YES    NO
- \_\_\_\_\_ 3. The Resident is able to correctly pronounce words, especially technical terms or names in the content area.  
YES    NO
- \_\_\_\_\_ 4. The Resident is able to speak loudly enough so that his/her students can hear him/her, and at appropriate loudness for the size of the room.  
YES    NO
- \_\_\_\_\_ 5. The Resident is able to speak at an appropriate speed or rate so that students can clearly understand him/her.  
YES    NO
- \_\_\_\_\_ 6. The Resident is able to give clear verbal directions, descriptions, and explanations.  
YES    NO
- \_\_\_\_\_ 7. The Resident is free of speech defects that would impair his/her ability to communicate clearly (such as lisping, stuttering, etc.), or is able to appropriately compensate for the defect.  
YES    NO

**USEFUL COMPETENCIES:**

\_\_\_\_\_8. The Resident is able to communicate with students using appropriate eye contact, gestures, and body movements.

YES NO

\_\_\_\_\_9. The Resident is able to communicate with students with appropriate enthusiasm, variation of tone, and expression.

YES NO

\_\_\_\_\_10. The Resident is able to communicate with his/her students with poise and self-confidence.

YES NO

\_\_\_\_\_11. The Resident is free of inappropriate verbal and body mannerisms which are distracting for students.

YES NO

\_\_\_\_\_12. The Resident makes consistent use of inclusive language (gender / culture).

YES NO

**OVERALL COMMENTS / SUGGESTIONS:**

\_\_\_\_\_  
Mentor signature

\_\_\_\_\_  
Date

Campus: \_\_\_\_\_

University of Texas at Arlington  
College of Education  
**Mid Benchmarks**

Residency candidate \_\_\_\_\_ UTA Supervisor \_\_\_\_\_  
Mentor and School \_\_\_\_\_

What follows is a four-part assessment tool to assist the mentor in the evaluation of the Residency Candidate. Each of the parts (called “clusters”) is composed of components. For example, cluster one (“Planning and Preparation for Learner-Centered Knowledge and Instruction”) is composed of six components. Below each component is listed the elements that comprise that particular component.

Indicate the level of performance (1 – Below Standard, 2 – Meets Standard, 3 – Far Exceeds Standard) for each component by circling the appropriate number. Our expectation is that candidates will reach level 2—meets standard for each area by the end of the residency experience. Please use the rating of 3 sparingly. A rating of 3 is **truly exceptional** performance and indicates that the candidate is performing at the level of a regular classroom teacher with at least one year of experience. If a component is rated as below standard, circle the element(s) contributing to that rating (elements are listed below each component). In the action plan/comment space that follows, suggest ways that the residency candidate can work on the below standard elements. Should a component or element not be observed at the point when the benchmarks are being completed, please check “not yet observed” next to the numerical indicators.

**Proficiency Cluster One: Planning and Preparation for Learner-Centered Knowledge and Instruction**

		<u>Level</u>			<u>Not Yet Observed</u>
		1	2	3	
<b>1a: Demonstrating Knowledge of Content and Pedagogy</b>					
Knowledge of: Content Prerequisite Relationships	Content-Related Pedagogy				
<b>1b: Demonstrating Knowledge of Students</b>					
Knowledge of: Age Group	Varied Approaches to Learning				
Interests and Cultural Heritage	Skills and Knowledge				
<b>1c: Selecting Instructional Goals/Objectives</b>					
Value	Clarity				
	Suitability for Diverse Students				
<b>1d: Demonstrating Knowledge of Materials, Resources, and Technology</b>					
Resources for Teaching	Resources for Students				
<b>1e: Designing Coherent Instruction</b>					
Learning Activities	Instructional Materials, Resources, Technology				
Lesson and Unit Structure	Instructional Groups				
<b>1f: Assessing Student Learning</b>					
Congruence with Instructional Goals/Objectives	Criteria and Standards				
	Use for Planning				

**COMMENTS:**

**Proficiency Cluster Two: A Classroom Environment that Promotes Equity, Excellence, Instruction**

	<b><u>Level</u></b>	<b><u>Not Yet Observed</u></b>
2a: <i>Creating an Environment of Respect and Rapport</i> Teacher Interaction with Students      Student Interaction	1   2   3	_____
2b: <i>Establishing a Culture for Learning</i> Importance of Content   Quality of Student Work Expectations for Learning and Achievement	1   2   3	_____
2c: <i>Managing Classroom Procedures</i> Management of Instructional Groups, Management of Transitions, Management of Materials and Supplies, Performance of Non-instructional Duties, Supervision of Volunteers and Paraprofessionals	1   2   3	_____
2d: <i>Managing Student Behavior</i> Expectations   Monitoring of Student Behavior   Response to Student Behavior	1   2   3	_____
2e: <i>Organizing Physical Space</i> Safety and Arrangement of Furniture      Accessibility to Learning and Use of Physical Resources	1   2   3	_____

**COMMENTS:****Proficiency Cluster Three: Instruction and Communication**

	<b><u>Level</u></b>	<b><u>Not Yet Observed</u></b>
3a: <i>Communicating Clearly and Accurately</i> Directions and Procedures      Oral and Written Language	1   2   3	_____
3b: <i>Using Questioning and Discussion Techniques</i> Quality of Questions   Discussion Techniques   Student Participation	1   2   3	_____
3c: <i>Engaging Students In Learning</i> Activities and Assignments      Grouping of Students Instructional Materials and Resources      Structure and Pacing	1   2   3	_____
3d: <i>Providing Feedback to Students</i> Quality: Accurate, Substantive, Constructive, and Specific      Timeliness	1   2   3	_____
3e: <i>Demonstrating Flexibility and Responsiveness</i> Lesson Adjustment      Response to Students      Persistence	1   2   3	_____

**COMMENTS:**



**Proficiency Cluster Four: Professional Development and Communication**

	<b><u>Level</u></b>	<b><u>Not Yet Observed</u></b>
<i>4a: Reflecting on Teaching</i> Accuracy                      Use in Future Teaching	1   2   3	_____
<i>4b: Maintaining Accurate Records</i> Student Completion of Assignments                      Student Progress in Learning Non-instructional Records	1   2   3	_____
<i>4c: Communicating with Families</i> Information about the Instructional Program                      Information about Individual Students Engagement of Families in the Instructional Program	1   2   3	_____
<i>4d: Contributing to the School and District</i> Relationships with Colleagues      Service to the School Participation in School and District Projects	1   2   3	_____
<i>4e: Growing and Developing Professionally</i> Enhancement of Content Knowledge and Pedagogical Skill                      Service to the Profession	1   2   3	_____
<i>4f: Showing Professionalism</i> Service to Students                      Advocacy                      Decision Making	1   2   3	_____

**COMMENTS:****ACTION PLAN:**\_\_\_\_\_  
**Mentor signature**\_\_\_\_\_  
**Date**

\*I have read and understand the above evaluation.

\_\_\_\_\_  
**Resident Signature**\_\_\_\_\_  
**Date**\_\_\_\_\_  
**Placement school**\_\_\_\_\_  
**Grade**\_\_\_\_\_  
**UTA Supervisor**\_\_\_\_\_  
**Date**

\*White copy = UTA      \*Yellow copy = Mentor      \*Pink copy = UTA Student

## **Demonstrating Knowledge of Content**

There will be an addendum to the Mid and End Benchmarks related to candidate knowledge of content. Each mentor will need to rate the content knowledge of the candidate relative to national (e.g., National Council of Teachers of Mathematics Standards, etc.) and state (TExES content standards for Mathematics, etc.) standards. The form for this rating will be provided to you since these will differ depending on the teaching field of the candidate.

University of Texas at Arlington  
College of Education  
**End Benchmarks**

Residency candidate \_\_\_\_\_ UTA Supervisor \_\_\_\_\_  
Mentor and School \_\_\_\_\_

What follows is a four-part assessment tool to assist the mentor in the evaluation of the Residency candidate. Each of the parts (called “clusters”) is composed of components. For example, cluster one (“Planning and Preparation for Learner-Centered Knowledge and Instruction”) is composed of six components. Below each component is listed the elements that comprise that particular component.

Indicate the level of performance (1 – Below Standard, 2 – Meets Standard, 3 – Far Exceeds Standard) for each component by circling the appropriate number. Our expectation is that candidates will reach level 2—meets standard for each area by the end of the residency experience. Please use the rating of 3 sparingly. A rating of 3 is **truly exceptional** performance and indicates that the candidate is performing at the level of a regular classroom teacher with at least one year of experience. If a component is rated as below standard, circle the element(s) contributing to that rating (elements are listed below each component). In the action plan/comment space that follows, suggest ways that the residency candidate can work on the below standard elements. Should a component or element not be observed at the point when the benchmarks are being completed, please check “not yet observed” next to the numerical indicators.

**Proficiency Cluster One: Planning and Preparation for Learner-Centered Knowledge and Instruction**

		<u>Level</u>			<b>Not Yet Observed</b>
		1	2	3	
<b>1a: Demonstrating Knowledge of Content and Pedagogy</b>					
Knowledge of: Content Prerequisite Relationships	Content-Related Pedagogy				
<b>1b: Demonstrating Knowledge of Students</b>		1	2	3	
Knowledge of: Age Group	Varied Approaches to Learning				
Interests and Cultural Heritage	Skills and Knowledge				
<b>1c: Selecting Instructional Goals/Objectives</b>		1	2	3	
Value	Clarity				
	Suitability for Diverse Students				
<b>1d: Demonstrating Knowledge of Materials, Resources, and Technology</b>		1	2	3	
Resources for Teaching	Resources for Students				
<b>1e: Designing Coherent Instruction</b>		1	2	3	
Learning Activities	Instructional Materials, Resources, Technology				
Lesson and Unit Structure	Instructional Groups				
<b>1f: Assessing Student Learning</b>		1	2	3	
Congruence with Instructional Goals/Objectives	Criteria and Standards				
	Use for Planning				

**COMMENTS:**

**Proficiency Cluster Two: A Classroom Environment that Promotes Equity, Excellence, Instruction**

	<b><u>Level</u></b>	<b><u>Not Yet Observed</u></b>
2a: <i>Creating an Environment of Respect and Rapport</i> Teacher Interaction with Students      Student Interaction	1   2   3	_____
2b: <i>Establishing a Culture for Learning</i> Importance of Content   Quality of Student Work Expectations for Learning and Achievement	1   2   3	_____
2c: <i>Managing Classroom Procedures</i> Management of Instructional Groups, Management of Transitions, Management of Materials and Supplies, Performance of Non-instructional Duties, Supervision of Volunteers and Paraprofessionals	1   2   3	_____
2d: <i>Managing Student Behavior</i> Expectations   Monitoring of Student Behavior   Response to Student Behavior	1   2   3	_____
2e: <i>Organizing Physical Space</i> Safety and Arrangement of Furniture      Accessibility to Learning and Use of Physical Resources	1   2   3	_____

**COMMENTS:****Proficiency Cluster Three: Instruction and Communication**

	<b><u>Level</u></b>	<b><u>Not Yet Observed</u></b>
3a: <i>Communicating Clearly and Accurately</i> Directions and Procedures      Oral and Written Language	1   2   3	_____
3b: <i>Using Questioning and Discussion Techniques</i> Quality of Questions   Discussion Techniques   Student Participation	1   2   3	_____
3c: <i>Engaging Students In Learning</i> Activities and Assignments      Grouping of Students Instructional Materials and Resources      Structure and Pacing	1   2   3	_____
3d: <i>Providing Feedback to Students</i> Quality: Accurate, Substantive, Constructive, and Specific      Timeliness	1   2   3	_____
3e: <i>Demonstrating Flexibility and Responsiveness</i> Lesson Adjustment      Response to Students      Persistence	1   2   3	_____

**COMMENTS:**

**Proficiency Cluster Four: Professional Development and Communication**

	<b><u>Level</u></b>	<b><u>Not Yet Observed</u></b>
4a: <i>Reflecting on Teaching</i> Accuracy                      Use in Future Teaching	1   2   3	_____
4b: <i>Maintaining Accurate Records</i> Student Completion of Assignments                      Student Progress in Learning Non-instructional Records	1   2   3	_____
4c: <i>Communicating with Families</i> Information about the Instructional Program                      Information about Individual Students Engagement of Families in the Instructional Program	1   2   3	_____
4d: <i>Contributing to the School and District</i> Relationships with Colleagues      Service to the School Participation in School and District Projects	1   2   3	_____
4e: <i>Growing and Developing Professionally</i> Enhancement of Content Knowledge and Pedagogical Skill                      Service to the Profession	1   2   3	_____
4f: <i>Showing Professionalism</i> Service to Students                      Advocacy                      Decision Making	1   2   3	_____

**COMMENTS:**

**ACTION PLAN:**

I recommend that \_\_\_\_\_:

\_\_\_\_\_ receive an **incomplete**

\_\_\_\_\_ **not** be certified

\_\_\_\_\_ be certified with reservations

\_\_\_\_\_ **be certified**

\*White copy = UTA      \*Yellow copy = Mentor      \*Pink copy = UTA Resident

## **Demonstrating Knowledge of Content**

There will be an addendum to the Mid and End Benchmarks related to candidate knowledge of content. Each mentor will need to rate the content knowledge of the candidate relative to national (e.g., National Council of Teachers of Mathematics Standards, etc.) and state (TExES content standards for Mathematics, etc.) standards. The form for this rating will be provided to you since these will differ depending on the teaching field of the candidate.

University of Texas at Arlington  
College of Education  
**Request for Conference**

(To be completed by the Mentor)

Resident \_\_\_\_\_  
Mentor and School \_\_\_\_\_  
UTA Supervisor \_\_\_\_\_

Date of Request \_\_\_\_\_ Conference Period Time \_\_\_\_\_ - \_\_\_\_\_  
Room # \_\_\_\_\_

I am requesting a conference with the UTA Clinical Faculty regarding the UTA Resident named above for the following reasons:

_____ Attendance	_____ Punctuality
_____ Appearance	_____ Professionalism and commitment
_____ Professional demeanor	_____ Responsibilities assigned to the resident
_____ Interpersonal communication	
_____ Other: Please specify _____	

Comments (optional) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Contact information:

Phone number: \_\_\_\_\_

Fax number \_\_\_\_\_

Other number \_\_\_\_\_

E-Mail \_\_\_\_\_

**Mentor signature** \_\_\_\_\_ **Date** \_\_\_\_\_

## Incident Report

Date			
Candidate	Last Name	First Name	UTA ID
COEd Faculty/Staff		Department	

**PROGRAM:** (Please indicate program area)

Undergraduate

<input type="checkbox"/> EC-4	
<input type="checkbox"/> Mid-level	
<input type="checkbox"/> Secondary	
<input type="checkbox"/> P12	

Graduate

<input type="checkbox"/> Initial Certification	
<input type="checkbox"/> Ed Admin	
<input type="checkbox"/> Probationary Certification	
<input type="checkbox"/> Advanced Certification Program	

I have a concern that the candidate has demonstrated unprofessional dispositions in one or more of the Core Values: (Please indicate)

Demonstrates excellence			
		Does not meet stated expectations.	Does not set goals. Needs direction and input.
		Wastes time, is late to class or activities, leaves early.	Shows little interest in the profession and professional development. Is not responsive to professional training and development.
		Does the minimum to prepare artifacts of teaching evidence.	Personal appearance and/or hygiene are not congruous for professional setting.
Participates in a student-centered environment and demonstrates respect for self and others			
		Has displayed derogatory, inflammatory, or inappropriate language or behavior.	Overly critical, negative or uncompassionate of learning and the learning environment.
		Openly critical, disrespectful or inconsiderate for the thoughts and feelings of others.	
Uses research-based concepts			
		Unaware of and/or unwillingness to consider or apply empirical findings and research-based concepts.	Does not demonstrate interest in learning new ideas and strategies. Does not relate class discussions and issues to current events in education.
Participates in on-going collaboration with peer and professionals			
		Demonstrates negative affect to working with peers, staff and instructors.	
		Uses passive aggressive behavior.	Unwilling to accept assistance from others.
		Unwilling to work in groups or adjust role to collaborate.	Unwilling to receive feedback or use it to make adjustments.
Exhibits stewardship of diversity			
		Shows little or no regard for tolerance of diversity, SES, and differences in the educational setting.	
Advocates use of technology			
		Inability to use and demonstrate technology proficiency in their work.	Is unwilling to use or apply existing technologies to work.
Life-long learning			
		Demonstrates little or no learning improvement over time.	Shows little or inadequate interest in the learning process and is unprepared in regards to time commitment, work ethic, and/or energy/enthusiasm.

Please briefly describe the incident:



**Field Experience Office Use Only**

**Request received:** \_\_\_\_\_ **Time:** \_\_\_\_\_  
**Action taken:**     phone call     e-mail     fax     visit

The University of Texas at Arlington  
College of Education  
**Action Plan**

Resident \_\_\_\_\_ Mentor & School \_\_\_\_\_

UTA Supervisor \_\_\_\_\_

A conference regarding the following UTA Resident, \_\_\_\_\_, has been called for the following reason(s):

_____ Absences	_____ Professional / Commitment
_____ Appearance	_____ Professional Demeanor
_____ Attendance	_____ Punctuality
_____ Interpersonal Communication	_____ Responsibility
_____ Other: _____	

**DOCUMENTATION**

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**DISCUSSION**

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**PLAN OF ACTION**

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Next conference \_\_\_\_\_

Mentor's signature \_\_\_\_\_ Date \_\_\_\_\_

UTA Supervisor signature \_\_\_\_\_ Date \_\_\_\_\_

I have read and understood the Action Plan. I understand that failure to comply will result in appeal before a panel of representatives from the following departments: EC-4, Kinesiology, Mid-Level, and Secondary.

UTA Resident's signature: \_\_\_\_\_ Date: \_\_\_\_\_

\*White copy = UTA     \*Yellow copy = Mentor     \*Pink copy = UTA Resident

College of Education <b>Mentor Evaluation</b>
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Please return to the Director of Field Experience at UTA, College of Education,  
P.O. Box 19227, Arlington, Texas 76019. Thank you in advance for your time and feedback.

The Mentor...

	Poor 1	2	Average 3	4	Excellent 5
<div style="display: flex; align-items: flex-start;"> <div style="margin-right: 10px;">◆</div> <div> acted in a professional manner with me and other school personnel. Comments: <div style="border-bottom: 1px solid black; width: 60%; margin-top: 5px;"></div> </div> </div>					
<div style="display: flex; align-items: flex-start;"> <div style="margin-right: 10px;">◆</div> <div> was accessible when situations or questions arose. Comments: <div style="border-bottom: 1px solid black; width: 60%; margin-top: 5px;"></div> </div> </div>					
<div style="display: flex; align-items: flex-start;"> <div style="margin-right: 10px;">◆</div> <div> prepared the students for my role. Comments: <div style="border-bottom: 1px solid black; width: 60%; margin-top: 5px;"></div> </div> </div>					
<div style="display: flex; align-items: flex-start;"> <div style="margin-right: 10px;">◆</div> <div> provided constructive feedback on a regular basis. Comments: <div style="border-bottom: 1px solid black; width: 60%; margin-top: 5px;"></div> </div> </div>					
<div style="display: flex; align-items: flex-start;"> <div style="margin-right: 10px;">◆</div> <div> supported my efforts. Comments: <div style="border-bottom: 1px solid black; width: 60%; margin-top: 5px;"></div> </div> </div>					
<div style="display: flex; align-items: flex-start;"> <div style="margin-right: 10px;">◆</div> <div> Would you recommend this mentor for another UTA student?  Comments: <div style="border-bottom: 1px solid black; width: 60%; margin-top: 5px;"></div> <div style="border-bottom: 1px solid black; width: 60%; margin-top: 5px;"></div> <div style="border-bottom: 1px solid black; width: 60%; margin-top: 5px;"></div> <div style="border-bottom: 1px solid black; width: 60%; margin-top: 5px;"></div> <div style="border-bottom: 1px solid black; width: 60%; margin-top: 5px;"></div> <div style="border-bottom: 1px solid black; width: 60%; margin-top: 5px;"></div> <div style="border-bottom: 1px solid black; width: 60%; margin-top: 5px;"></div> </div> </div>					

Mentor's Name \_\_\_\_\_ School \_\_\_\_\_  
UTA Supervisor \_\_\_\_\_ Date \_\_\_\_\_

**The University of Texas at Arlington**  
College of Education  
**UTA Supervisor Evaluation**

Please return to the Director of Field Experience at UTA, College of Education, P.O. Box 19227, Arlington, Texas 76019. Thank you in advance for your time and feedback.

UTA Supervisor \_\_\_\_\_ Date \_\_\_\_\_

The UTA Supervisor...

	Poor 1	2	Average 3	4	Excellent 5
<p>◆ acted in a professional manner with me and other school personnel. Comments:</p> <p>_____</p> <p>_____</p>					
<p>◆ was accessible when situations or questions arose. Comments:</p> <p>_____</p> <p>_____</p>	1	2	3	4	5
<p>◆ observed and evaluated the UTA Resident an adequate number of times throughout the semester. Comments:</p> <p>_____</p> <p>_____</p>	1	2	3	4	5
<p>◆ provided 3-way discussion meetings that were helpful to me and the UTA Resident. Comments:</p> <p>_____</p> <p>_____</p>	1	2	3	4	5
<p>◆ solicited my comments in evaluating the UTA Resident's performance. Comments:</p> <p>_____</p> <p>_____</p>	1	2	3	4	5
<p>◆ Which type of UTA Resident did you work with this semester?</p>	Intern		Resident		