Department of Curriculum & Instruction

College of Education and Health Professions

The University of Texas
ARLINGTON™

UNIVERSITY OF TEXAS AT ARLINGTON

COLLEGE OF EDUCATION & HEALTH PROFESSIONS

EDUC 4647—STUDENT TEACHING

SPRING 2011

INSTRUCTOR: LARRY CROSS

COOPERATING TEACHER COPY

Department of Curriculum & Instruction

Dear Cooperating Teacher,

We welcome you and thank you for helping our candidates become successful teachers. Your extended contribution will not only benefit our students but yours as well.

It is imperative that you keep in close contact with your UTA candidate field supervisor through email or if needed, by phone. You may contact Mr. Larry Cross at jlcrosstx@sbcglobal.net or 817-459-1230.

Please be sure to report any issues and concerns as soon as they arise, no matter how minor they may seem to you. We value your input and realize that you have a major impact in developing our candidates as professionals.

Thank you again.

The College of Education & Health Professions, University of Texas at Arlington

Student Teaching

Undergraduate student teaching immediately follows field experience for candidates seeking certification. It is a one-semester experience scheduled according to the public school district calendar that involves working with cooperating teachers and EC-12 students in the school setting five days a week. Student teaching is considered to be full-time enrollment. Candidates should become familiar with the Student Teacher Handbook prior to the student teaching assignment.

For purposes of determining student teaching 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

College of Education & Health Professions Contact Information:

Dr. John Smith	Chair, Curriculum and Instruction	817-272-7444
Dr. Nancy Hadaway	Director of Secondary Program	817-272-2240 Hadaway@uta.edu
Dr. Jeanne Gerlach	Dean, College of Education & Health Professions	817-272-5476 Gerlach@uta.edu
Patty Motlagh	Director of Certification	817-272-2157 Pmotlagh@uta.edu

The **University of Texas at Arlington** College of Education & Health Professions **Responsibilities of the Cooperating Teacher**

- 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 cooperating teacher input and UTA.

- To complete a UTA candidate evaluation, providing written feedback on the approved form and a determination of whether the candidate should be recommended to proceed to student teaching.

- To complete a Speech Competency Evaluation form and provide written feedback on the approved form.

- To communicate with UTA Field Supervisor on a consistent basis.

- To review the Cooperating Teacher and Student Teacher Handbook with the field experience candidate.

- To help the UTA candidate implement recommendations received during daily evaluation sessions.

- To arrange time for the UTA candidate to confer with the UTA Field Supervisor following a visit.

University of Texas at Arlington College of Education & Health Professions **Information for the Cooperating Teacher**

Preparation before UTA Candidate arrival

- ❖ Prepare your class. (Share biographical information and explain the purpose of the UTA candidate experience.) Make sure that the students understand the role and authority of the UTA Candidate.

- ❖ Allow your students to participate in planning a "proper" welcome for the UTA candidate (bulletin boards, posters, biographical letters from UTA candidates, etc.)

- ❖ Make arrangements with school personnel for the arrival of the UTA candidate. Is there a place to sign in the office? Is a parking sticker necessary?

- ❖ Plan to provide the UTA candidate 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 candidate.

Information for the UTA candidate

- ❖ Provide the UTA candidate 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 candidate 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 UTA candidate how to obtain teacher resources.

- ❖ Provide the UTA candidate 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 & Health Professions **Recommended Activities for Cooperating Teacher**

Date   Activity

_____   Conduct a tour of the building and introduce the student teacher to school personnel.

_____   Give the UTA candidate a class list and daily schedule.

_____   Show the UTA candidate where personal items may be kept.

_____   Inform the UTA candidate of the housekeeping procedures, such as opening blinds seeing that cabinets, counters, and floors are neat.

_____   Explain school and classroom discipline policies and procedures.

_____   Provide opportunities for the UTA candidate to assist with some clerical duties.

_____   Arrange opportunities for the UTA candidate with some clerical duties.

_____   Acquaint the UTA candidate with the grading system.

_____   Explain the quality of work expected of students in class work and homework.

_____   Allow the candidate to assist in checking student work and recording grades.

_____   Have available copies of textbooks, lesson plan book, curriculum guides, and grade book for the UTA candidate to review and use.

_____   Acquaint the UTA candidate with school and classroom policies for early arrivals and late dismissals.

_____   Provide the UTA candidate with the names of pupils with special activities.

_____   Inform the UTA candidate of procedures for getting students to special classes.

_____   Acquaint the UTA candidate with fire drill and emergency procedures.

_____   Involve the UTA candidate in special duty responsibilities.

_____   Provide opportunities for the UTA candidate to assist with individual and small group work.

_____   Present carefully prepared demonstration lessons for the UTA candidate to observe and analyze them together.

_____   Share personal teaching materials with the field experience candidate.

_____   Share the Code of Conduct / Ethics (if available).

_____   Allow the UTA candidate 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 field experience candidate.

University of Texas at Arlington College of Education & Health Professions **Student Teaching Requirements**
Each student teacher is required to read and comply with the requirements outlined in the student teaching Handbook.
Attend student teacher seminars
Criminal Record Check (CRC) for the assigned school district
Speech Competency Checklist
Activities Checklist Report (Submitted at the end of the student teaching)
Weekly Reports with Instructional Activity and Assessment Log (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
Have taken and passed the practice exam for your content teaching field as well as the TExES/ExCET content exam. Taken and passed the practice exam for the PPR 8-12 or EC-12 (for all level) Register for, take and pass the TExES PRR 8-12 or EC-12 (for all level).
Benchmark I and II (Mentor)
All course requirements in the student teaching course

Absence Policy for Student Teaching
(Approved 4-18-2006 by the Program Directors and Office of Field Experiences, UT-Arlington):

Undergraduate student teachers are allowed three (3) days of absences to be used to attend job fairs and to interview for positions.

Graduate student teachers may attend the UT-Arlington COEd Job Fair (1/2 day). Such absences must be cleared in advanced with the cooperating teacher.

In the case of emergency, student teachers will be required to submit documentation with regard to each absence. If a student teacher is scheduled to teach and is absent, the student teacher must have all lessons and materials ready for the cooperating teacher to use in the same way that teachers must have lessons and materials ready for a substitute. This may necessitate the student teacher delivering lesson plans and materials to the school or the mentor prior to the beginning of any classes on the day of the absence.

Absence Procedures for Student Teachers

1. Student teachers will **call cooperating teacher** as soon as they know they must be absent. This must be done before the school day begins.
2. Student teachers must **email the Field Experience Office** (field_experience@uta.edu), **the UTA field supervisor**, and **the cooperating teacher** to report the absence on the date of the absence.
3. Student teachers will 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. Student teachers will 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 cooperating teacher about the school's attendance policy when you first meet with her/him.
5. All student teachers are expected to work the same hours as the cooperating teacher. The Field Experience Office will contact any student teacher 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 & Health Professions **Student Teaching Requirements**

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

Traditional student teachers keep the same hours as their cooperating teacher(s). Student teachers 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 student teaching 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

	Week #1 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. Student teachers should present at least one lesson. Complete Weekly Report and discuss with mentor. * During week one the student teacher and mentor should jointly review this form.
	Week #2 Student teacher will teach one class period / subject . Cooperating teacher remains in the room to observe and provide feedback. Complete Weekly Report and discuss with mentor.
	Week #3 Student teacher 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.
	Week #4 Student teacher will teach three class periods / subjects. Cooperating teacher remains in the classroom to observe and provide feedback. Complete Weekly Report and discuss with mentor.
	Week #5 Student teacher will teach four classes. Cooperating teacher remains in the classroom to observe and provide feedback. Complete Weekly Report and discuss with mentor.
	Week #6 Student teacher will teach five classes. Cooperating teacher remains in the classroom to observe and provide feedback. Complete Weekly Report.
	Week #7 Student teacher will assume all teaching responsibilities. Cooperating teacher remains in the classroom to observe and provide feedback. Complete Weekly Report and complete the Speech Competency Form.
	Week #8 Teach all classes. Complete Mid-Term Evaluation and conference to discuss progress. Complete Weekly Report and discuss with mentor.
	Weeks #9- end of the semester Classes and responsibilities will be returned to the cooperating 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 cooperating 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, student teachers must assist mentors in preparing students for final examinations at the end of semesters. Student teachers 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 & Health Professions Student Teaching Requirements with 2 Mentors/Assignments

Mentor 1 First Half of Semester	Mentor 2 Second Half of Semester
Week 1 *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. Student teaching candidates should present at least one lesson.	**Week 7** *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. Student teaching candidates should present at least one lesson.
Week 2 *Weekly Report *Assume 1-2 classes	**Week 8** *Weekly Report *Assume 1-2 classes
Week 3 *Weekly Report *Assume 3-4 classes	**Week 9** *Weekly Report *Assume 3-4 classes
Week 4 *Weekly Report *Teach all classes /all day (100%) *Formal Lesson Plan / Evaluation / Reflection	**Week 10** *Weekly Report *Teach all classes / all day (100%) *Formal Lesson Plan / Evaluation / Reflection
Week 5 *Weekly Report *Gradually return subjects to mentor * Benchmark I due by end of week 6	**Week 11** *Weekly Report *Program / Professional Portfolio *Gradually return class to mentor * Benchmark II due by end of week 12
Weeks 6 - 9 *Weekly Report *Return all subjects to mentor / team-teach /assist / tutor *Work on Program Portfolio	**Weeks 12 – End of ISD Semester** *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 cooperating 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, student teaching candidates must assist mentors in preparing students for final examinations at the end of semesters. Student teaching candidates should prepare exam questions and assist in helping students review in preparation for these exams.

University of Texas at Arlington	

University of Texas at Arlington
College of Education & Health Professions
RECOMMENDED Activities

UTA Candidate _____   UTA Field Supervisor _____

Cooperating Teacher and School _____

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

DATE COMPLETED   ACTIVITY

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 cooperating teacher during an extracurricular activity / event
	6. Observe you cooperating teacher 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:

UTA Candidate Signature   _____   Date   _____

Cooperating Teacher Signature   _____   Date   _____

The University of Texas at Arlington
College of Education & Health Professions
UTA Candidate Schedule

UTA Candidate _____   Date completed _____

School   _____   Grade / Subject _____

Cooperating Teacher   _____

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 & Health Professions
UTA Candidate Schedule – cont'd

UTA Candidate _____   School _____
Cooperating Teacher   _____   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 field experience 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 & Health Professions **Weekly Report**

UTA Candidate_____

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 provide specific reflections on student performance. (see form)

UTA CANDIDATE COMMENTS:

Strengths:

Goal(s) for growth:

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 cooperating teacher) 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 specific comments on 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—pre and post instruction. For instance, record the number of students, pre-instruction abilities, post-instruction 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.)

The University of Texas at Arlington
College of Education & Health Professions
Lesson Plan Requirements

On the next several pages, you will find the standard lesson plan form. The following guidelines apply to preparation of lesson plans.

For REQUIRED Formal Evaluations of Lessons

Student teachers are to utilize the form provided for all lessons which will be formally evaluated by cooperating teachers or peers. Cooperating 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 Student Teaching

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

University of Texas at Arlington - College of Education & Health Professions - Lesson Plan Form

UTA Candidate:
Cooperating Teacher/School:
Grade/Subject:
Date of Lesson:
Approximate Length of Lesson:

During FIELD EXPERIENCE / STUDENT TEACHING, 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 concepts you will cover with your lesson.
3. Any handouts or activities and assessments that you will be using and that reflect the content you are teaching.
4. Cooperating Teacher Evaluation Form.
5. Your self assessment of the lesson according to the format that follows.

Lesson Plan Format

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)… Make sure that you cite both the **TEKS** and the **TAKS** linked to the lesson. The TEKs can be found at http://www.tea.state.tx.us/teks/. The TAKS can be found at http://www.tea.state.tx.us/student.assessment/taks/booklets/index.html.)

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

Note about Time - 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

I. Goal: The goal statement is where you share the Big Idea, if you will. This is the major concept that helps connect discrete concepts and skills. This statement explains what students must understand overall, in a general sense. Examples:

- *The Declaration of Independence and Constitution establish the ideal for why we need government and principles that should guide the governments' decision-making.*
- *Many pioneers had naïve ideas about the opportunities and difficulties of moving west.*
- *Holden Caulfield reflects common adolescent experiences but masks deep-seated personal problems about growing up and relating to others.*
- *Wetlands must be protected to maintain clean water.*
- *Probability and expectation can be used to make (not always obvious) predictions.*

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

- *Students will be able to explain cooperative learning by application of the process in a classroom situation with 100% accuracy.*
- *Students will be able to evaluate algebraic expressions using substitution.*
- *Students will be able to analyze how presentation of voice affects content.*
- *Students will be able to understand how inventions connect the past to the future.*

Use the revised levels of Bloom's as a guide and be sure to reference the TEKS after each stated objective.

Remembering: recognizing and recalling information
(recognizing, listing, describing, retrieving, naming, finding)
- TEKS:

Understanding: explaining ideas or concepts
(interpreting, summarizing, paraphrasing, classifying, explaining)
- TEKS:

Applying: using the information in another familiar situation
(implementing, carrying out, executing)
- TEKS:

Analyzing: breaking information into parts to explore understandings and relationships
(comparing, organizing, deconstructing, interrogating, finding)

- TEKS:

Evaluating: justify a decision or course of action
(checking, hypothesizing, critiquing, experimenting, judging, arguing, discriminating, validating)
- TEKS:

Creating: Generating new ideas, products, or ways of thinking
(designing, constructing, planning, producing, inventing)
- TEKS:

III. Instructional Materials and Resources: (what do you need to give instruction to students) - Textbook(s) , Handouts, Overhead transparencies, Technology, etc.

IV. Content: Include specific pages, notes, and any research you have done on the topic that is being presented. Examples:
- Intro. To Business – pages 5-18,   Handout on Vocabulary, Additional Handouts and Teacher Notes
- Seventh Grade Math – Content Outline – Lesson 36
    - Prerequisite Skills=define/understand fractions; add, subtract, multiply

- o   Content/Skills=identify possible outcomes and simple experiments; predict probability
- o   Math 87 in text: Prior Knowledge Practice Problems (sponge); Practice Set (teacher notes); Homework (handout)

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)
The instructional activities for a scheduled period of time. Objectives may be displayed in the form of a goal or, preferably, an essential question (i.e., *What are the essential components of an atom? How can we predict the outcome of events? What is the relationship between fiction and truth? What causes weather and wind patterns?*) When completing the following components, be sure to include questions, lecture notes, steps to a strategy, materials needed and what they will do with the materials, as well as time these activities are expected to take.

- **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 cannot 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

    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

VII. 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
- Quick, informal assessments such as the minute paper, 3-2-1 summary, or ticket-out of class (e.g., *Explain the three principles of…Give two examples of this principle…Write one question you still have about this concept*)
- 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

VIII. Closure: Summarize major concept(s) that were introduced in your large group instruction. Have 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 two 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 candidate after formal lesson plan
implementation and evaluation)

Name   Grade Level   Subject
Date of Lesson   Actual Length of Lesson
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?

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

The University of Texas at Arlington, College of Education & Health Professions
Formal Observation

Name of Candidate:_____

Field Experience Candidate/Student Teacher (Circle one)

Observer (Cooperating Teacher/UTA Field Supervisor): _____

Cooperating Teacher 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 (UTA Candidates/Cooperating Teachers Only):

_____   _____   _____

Cooperating Teacher/UTA Field Supervisor   UTA Candidate   Date

The University of Texas at Arlington
College of Education & Health Professions
Speech Competency in Instructional Settings Form

(To be completed by the Mentor)

Student Teacher _____

Mentor and School _____

UTA Supervisor _____

This form is to be completed by the cooperating teacher. Mentors should initial each item to verify response.

REQUIRED COMPETENCIES:

_____1. The student teacher is able to use correct spoken grammar including verb tense, pronouns, etc.

YES   NO

_____2. The student teacher is able to clearly enunciate sounds and words so that his/her s students can clearly understand words and sentences.

YES   NO

_____3. The student teacher is able to correctly pronounce words, especially technical terms or names in the content area.

YES   NO

_____4. The student teacher 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 student teacher is able to speak at an appropriate speed or rate so that students can clearly understand him/her.

YES   NO

_____6. The student teacher is able to give clear verbal directions, descriptions, and explanations.

YES   NO

_____7. The student teacher 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

CONTINUED ON NEXT PAGE

USEFUL COMPETENCIES:

_____8.   The student teacher is able to communicate with students using appropriate eye
contact, gestures, and body movements.
YES   NO

_____9.   The student teacher is able to communicate with students with appropriate
enthusiasm, variation of tone, and expression.
YES   NO

_____10.   The student teacher is able to communicate with his/her students with poise and
self-confidence.
YES   NO

_____11.   The student teacher is free of inappropriate verbal and body mannerisms which
are distracting for students.
YES   NO

_____12.   The student teacher makes consistent use of inclusive language (gender /
culture).
YES   NO

OVERALL COMMENTS / SUGGESTIONS:

_____   _____
Mentor signature   Date

Campus: _____

Benchmark I administration (at midterm or end of first placement for all level) and Benchmark II administration (at end of semester or second placement for all level) are conducted with the Benchmarks instrument that is found online. Please go to that URL (to be announced) and complete and submit the assessment online.

This is a four-part assessment tool to assist the cooperating teacher in evaluation of the Practicum Candidate. Each of the parts, called clusters, is composed of standards and elements that support the standard.

- Indicate the level of performance (1- *Developing*, 2 – *Beginning Competent*, 3 – *Advanced Competent*) for each standard by circling the appropriate number.

- Our expectation is that candidates will reach level 2 – *Beginning Competent* – for each standard by the end of the practicum 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 a least one year of experience.

- If a component is rated as *Developing*, indicate the element(s) contributing to that rating. (The elements are listed below the description for Developing.)

- In the comment space, suggest ways that the practicum candidate can work on the elements. Should a standard or element not be observed at the point when the benchmarks are being completed, please check "Not Yet Observed".

Action Plan

Date

Candidate	Last Name	First Name	UTA ID

UTA Field Supervisor

Please include the following information if this issue is field-related:

Cooperating Teacher Last Name	First Name
School	District

PROGRAM: (Please indicate program and area if applicable)

Undergraduate	Graduate
_____ EC-4	_____ Initial Certification
_____ Mid-level	_____ Ed Admin
_____ Secondary _____	_____ Probationary Certification
_____ P12 _____	_____ Advanced Certification Program _____

A conference has been called because of a demonstrated deficiency in one or more of the Core Values:

Demonstrates excellence
_____ Meets stated expectations   _____ Keeps timelines
_____ Attendance; punctuality   _____ Sets goals
_____ Produces artifacts of practitioner evidence   _____ Has appropriate hygiene/appearance

Participates in a student-centered environment and demonstrates respect for self and others
_____ Uses appropriate and professional language   _____ Supports learning environment
_____ Shows respect and consideration of others   _____

Uses research-based concepts
_____ Has an awareness and accepts concepts   _____ Identifies important trends in education
_____ Demonstrated interests in learning   _____ Relates class discussions to current events

Participates in on-going collaboration with peer and professionals
_____ Demonstrates kindness, fairness, patience, dignity and respect
_____ Works effectively with others   _____ Assists others
_____ Accepts assistance from others   _____ Receives feedback and makes adjustment

Exhibits stewardship of diversity
_____ Shows appropriate stewardship and tolerance to people, environments, and situations

Advocates use of technology
_____ Uses existing technologies in work   _____ Tries emerging technologies

Field experience

Life-long learning
_____ Demonstrates learning improvement   _____ Shows interest in the learning process

DOCUMENTATION :
(Describe the format for the documentation of these issues: email, meeting notes, phone conversation notes, other)

DISCUSSION:
(Summarize the conference. Describe what the issue is.)

PLAN OF ACTION
(List what is to be done, the target completion date, who reviews remediation and what is acceptable performance.)

Next conference: _____

Faculty Signature	*Date*

UTA Field Supervisor Signature	Date

I have read and understood the Action Plan. I understand that failure to comply may result in removal from the program.
.

UTA Candidate's signature	Date