

Residency Handbook

Fall 2009



KINE 4647

**ALL-LEVEL TEACHER PREPARATION
RESIDENCY FOR PHYSICAL EDUCATION**

INSTRUCTORS

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COURSE DESCRIPTION/RATIONALE

The conceptual framework for all teacher education programs within the UTA College of Education outlines professional understandings, practices, and identities as the underlying principles of all we do. Student teaching is the culminating field experience in your pre-service professional preparation and is designed to give you an opportunity to practically apply theoretical and craft knowledge in real school settings with children. Of all the courses you have taken, student teaching will ultimately prove to be the most memorable and valuable as it represents the threshold between college student and professional teacher; in other words, this is your last chance to fine tune your teaching philosophy and display and add to your “bag of tricks”.

Physical Education candidates are required to have a split assignment during residency. This means they will teach at both elementary AND secondary settings. Elementary and secondary settings are all day assignments. At both environments, you are expected to plan developmentally appropriate units of physical education activity including writing objectives, designing appropriate learning activities, and assessing and (or) evaluating student learning outcomes. These instructional activities must be translated into daily lesson plans and executed in a manner, which results in timely and proper student responses. A licensed cooperating teacher and your university supervisor will closely monitor your experience. All student teachers are requested to follow their cooperating teachers’ daily schedule (e.g. bus duty) as well as follow the academic calendar of the school district they are doing their student teaching.

Before you are allowed to enter residency, all resident student teachers must complete a criminal background check for the assigned school system if that is a requirement. Check with the principal of your assigned school(s) to find out that requirement. Arlington schools require such a background check and it can be found on the website for the College of Education under the Field Experience link. It can also be found on the Department of Kinesiology website on the All-Level Certification page.

MENTOR RESPONSIBILITIES

The mentors are asked to schedule regular conference times each week with the resident student teacher to provide feedback and discuss how the residents can improve teaching and other related performance in the placement (evaluation on page 12). Of course, daily feedback is expected but the formal conference time is only expected to be weekly.

It is expected that the mentor teacher will gradually move the resident student teacher into more and more instructional responsibilities each week of the placement. The mentor teacher has the flexibility to decide if the resident student teacher is ready for more responsibility or not. It is expected that the resident student teacher could begin teaching from the mentor’s plans after a day or two in at least a class or two. Then after the first week, the resident could plan and teach lessons daily for an entire class period. The mentor teacher could then add more class responsibilities to the resident so that by the 4th week, the resident student teacher should have instructional responsibility for all classes if possible.

Mentors are encouraged to occasionally leave the classroom (if they wish) while residents are teaching, although they are not encouraged to leave campus or leave the resident unsupervised. A substitute teacher is required to be in attendance if the mentor is absent for that day.

Substituting: If the mentor will be out, some arrangement by the district (we prefer a substitute teacher) must be made so that the UTA resident will not be left with the legal responsibility of the class. There must be at least one designated mentor ultimately responsible for the class. It can be the teacher next door, but there must be an identified mentor. If there were a student catastrophe, the UTA student cannot be in a position of being considered the teacher-of-record during that time.

Mentor Benchmark Evaluations

Residents are required to have each of their mentors perform an online benchmark assessment of their performance. Please go to the following website to do so <http://ossa.uta.edu/benchmarks.asp>

Requirements Outline

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 with 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 when working with a mentor.

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. Residents should present at least one lesson which has been developed by the mentor teacher. Complete Weekly Report and discuss with mentor. *During week one the resident and mentor should jointly review this form.
Week #2 Resident will teach only one class period all week. Mentor teacher remains in the room to observe and provide feedback. Complete Weekly Report and discuss with mentor.
Week #3 Resident will teach two class periods all week. Mentor remains in the classroom and provides feedback. Complete Weekly Report and discuss with mentor.
Week #4 Resident will teach three class periods all week. Mentor teacher remains in the classroom to observe and provide feedback. Complete Weekly Report and discuss with mentor.
Week #5 Resident will teach four class periods all week. Mentor teacher remains in the classroom to observe and provide feedback. Complete Weekly Report and discuss with mentor.
Week #6 Resident will teach five class periods all week. Mentor teacher remains in the classroom to observe and provide feedback. Complete Weekly Report and discuss with mentor.
Week #7 Resident will assume all teaching responsibilities. Mentor teacher remains in classroom to observe and provide feedback. Complete Weekly Report and discuss with mentor.
Week #8 Teach all classes. Complete Mid-Term Benchmark and conference to discuss progress. Complete Weekly Report and discuss with mentor.

COURSE OBJECTIVES

1. Demonstrate developmentally appropriate planning for secondary and elementary school students by writing block plans and daily lesson plans.
 - *Assessment of Objective: lesson and block plans, portfolios*
 - *NASPE Beginning Teaching Standards:1, 2, 5, 6, 9*
 - *Texas Competencies for Entry Level Physical Education Teachers: 1, 2, 3, 4, 5, 6*
2. Demonstrate organizational skills for learning activities by executing a lesson with appropriate time on task and fluid transitions from one activity to another.
 - *Assessment of Objective: teaching styles, video evaluation*
 - *NASPE Beginning Teaching Standards:2, 4, 6*
 - *Texas Competencies for Entry Level Physical Education Teachers: 3*
3. Demonstrate class management skills by quickly gaining students' attention on a signal and having them respond to directions and explanations in a timely manner.
 - *Assessment of Objective: teaching styles, video evaluation*
 - *NASPE Beginning Teaching Standards:2, 4, 6*
 - *Texas Competencies for Entry Level Physical Education Teachers: 4, 5*
4. Demonstrate the ability to analyze skill performance by planning developmentally appropriate instructional activities, giving appropriate amounts of specific and motivational feedback, and acting upon the movement responses of students with appropriate tasks or challenges.
 - *Assessment of Objective: lesson and block plans, teaching styles, video evaluation*
 - *NASPE Beginning Teaching Standards:1, 2, 3, 4, 5, 6, 7, 9*
 - *Texas Competencies for Entry Level Physical Education Teachers: 1, 2, 3, 4, 5, 6*
5. Demonstrate the ability to meet individual student needs by presenting lessons using a variety of methods and teaching styles.
 - *Assessment of Objective: lesson and block plans, teaching styles, video evaluations*
 - *NASPE Beginning Teaching Standards:1, 2, 3, 4, 6*
 - *Texas Competencies for Entry Level Physical Education Teachers: 4, 5*
6. Demonstrate the ability to assess and evaluate student learning by determining daily achievement of lesson objectives, unit/theme grades, or term grades as may be necessary in the school evaluation system.
 - *Assessment of Objective: lesson and block plans, teaching styles, video evaluations*
 - *NASPE Beginning Teaching Standards:2, 3, 7*
 - *Texas Competencies for Entry Level Physical Education Teachers: 1, 3, 4, 5, 7*
7. Demonstrate professionalism by working cooperatively with all school personnel, especially with the cooperating teacher and with parents or guardians of students.
 - *Assessment of Objective: weekly CT evaluations*
 - *NASPE Beginning Teaching Standards:3, 10*
 - *Texas Competencies for Entry Level Physical Education Teachers: 9*
8. Demonstrate an appropriate portfolio which shows appropriate progress as well as the scope and sequence in the teacher development process.
 - *Assessment of Objective: portfolio*
 - *NASPE Beginning Teaching Standards:1, 2, 3, 4, 5, 6, 7, 8, 9, 10*
 - *Texas Competencies for Entry Level Physical Education Teachers: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10*

PROFESSIONAL ISSUES

Attendance:

Attendance at each seminar session is required of residents. In addition, resident student teachers are expected to be at school **every day** of the semester unless previously arranged with the mentor **and** the university supervisor. The resident is allowed 1 absence per placement. **Any additional absences will be made up.** Resident student teachers are expected to arrive at school at least 30 minutes before the first bell, unless a specific time has been arranged with the mentor. If a resident has problems with arriving later than the specified time (30 minutes prior to the first bell), three tardy days will equal one absence and will be made up before residency can be completed. **If the resident is not going to be at school on a certain day, the mentor and the university supervisor must be contacted before that school day starts, if not earlier.** If a UTA supervisor arrives to observe or contacts the resident at the school and finds the resident to be absent, that day will be made up no matter the reason for the absence.

Specific Course Requirements:

Due Date: August 28th (first placement school information)

- a. Daily schedule of classes
- b. Days that the class schedule might be disrupted because of early dismissal, assemblies, special events, holidays
- c. Your home phone number, the school's phone number and fax number, your cooperating teacher's home phone number
- d. Your work schedule, if you are working while student teaching
- e. Accident report procedures
- f. Nurses schedule, nearest first aid kit, how to contact the main office in the event of an emergency
- g. School wide discipline policy
- h. What activities you tentatively plan to teach

Student Teaching Assignments

- a. Daily Lesson Plans in a lesson plan book or a three ring binder. A lesson plan is expected for each different class that you will teach.
- b. Unit/Block Plans. A unit plan will be expected for each different unit that you will teach
- c. Two "alternative styles" of teaching; videotape and analysis (you will need permission slips); improvement plan as determined from videotape analysis (**must be completed at first placement**)
- d. Student Teacher Journal
- e. University Supervisor (US), Cooperating Teacher (CT), and Student Teacher (ST) assessment on midterm evaluation
- f. Student Portfolio of both elementary and secondary setting

a. Daily Lesson Planning: Your daily lesson plans should be submitted to your CT for review 2 days *prior* to the date they are to be taught, i.e. Friday's lesson plan should be in your CT's hands by Wednesday. This practice allows your CT ample time to review them and make suggestions for their revision. Your US will periodically check your lesson plans so have them readily available. If you have no lesson plan for a given day, you are not allowed to teach.

b. Unit/Block Planning: Unit/Block Plans should be submitted to your CT and US 1 week prior to the start of a unit. Inquire early as to what units your CT wishes you to teach because unit planning is a sizeable task. The Block Plan should reflect activity appropriateness for the respective grade level(s), sequence of activities, alignment of activities with content standards, opportunities for students to achieve the skill/activity goal, and assessment of student learning.

c. Videotape analysis and improvement plan: You must videotape at least one full class period during your student teaching experience demonstrating two teaching styles other than command style. All video cameras and tripods can be checked out through Dr. Nelson. **Before you videotape a session make sure parents of students have returned the consent to videotape as per your school or district standards.**

Once the videotape is completed, make an appointment within three days to sit down with your US to view the tape together. After completing your joint evaluation, please write a reflection paper on what you thought about the lesson, how you would change the lesson to help students achieve your objectives, and what strategies you would suggest to implement the changes. Your video analysis and improvement plan may be e-mailed to your US as a MS Word attachment within one week of being videotaped.

d. Reflective Journal: Your student teacher journal will be an on-going journal of reflective thoughts and occurrences throughout your student teaching experience. Your writings must be typed, double-spaced, 12-font, and be free of spelling and grammar errors. Your individual journal entries will be due on the dates listed:

Due Date: August 28th (1, 2, & 3 journal entries)

1. Reflect on your first official day with your CT
2. Reflect on your first all-school teacher/staff meeting (be sure to log the date of this meeting). How did you feel at this meeting? How did other fellow-teachers receive you? What communication tactics did you use with your colleagues, and what communication tactics did your colleagues use with you and other colleagues?
3. Reflect on your first full day of school with the students. How did the students receive you and respond to you? What were your duties/responsibilities on this first full day of classes? Describe any details that stood out to you. What communications did your CT have with you? Describe your feelings as the day went on, class period-to-class period.

Due Date: September 11th (4, 5 & 6 journal entries)

4. Reflect on one experience you have had with class management. What was the particular situation? How did your class management affect the situation? What could you have done differently to alter the outcome of the situation, or, how might you adjust your class management to better the situation outcome?
5. Reflect on one experience you have had with student discipline. Explain the scenario surrounding the discipline circumstance. How did the student react initially to you? What communication tactics did you use to reach your student? How did the student communicate with you? What might you do differently in another similar situation that would deem a better outcome?
6. Reflect on one experience with your CT. Describe the situation. In what capacity was the CT with you? What stands out to you about this situation? What did you learn from your CT during this experience? What might your CT have learned from/about you during this experience? How might this experience influence your future teaching?

Due Date: September 25th (7 & 8 journal entries)

7. Reflect on one experience you've had in handling diverse (either cultural or skill level) needs of students. Describe how you have created a learning environment that respects and incorporates learners' personal, family, cultural, and community experiences. Include specific examples of appropriate strategies or resources you have used to meet the special and diverse needs of the learners in your classroom.
8. Reflect on your communications with school colleagues AND parents/guardians AND the school community at your secondary student teaching location. Describe the strategies you use to communicate with these different groups of people. How do they differ, and how are they similar? What strategies have you found to be more effective? Why do you think these strategies have proved to be more effective? Who initiated the communication, you or someone else? How have you advocated or promoted a variety of physical activity opportunities for your students? Colleagues? Parents/guardians of your students? What impact do you believe your communication had on these different groups of people?

Due Date: October 9th (9 & 10 journal entries)

9. Reflect on your thoughts and feelings going into your last week of this placement. How do you feel now versus your first week of this student teaching experience? What do you attribute to the differences in your thoughts and feelings today versus that first week of teaching in August? What have you learned in the past seven weeks? How has this new learning impacted your instruction of children? How has this new learning impacted your CT? What do you hope to accomplish in this last week of your student teaching experience? If you could accomplish only one goal this week, what would it be? If you could leave one lasting impact upon your students this last week, what would that one lasting impact be? What do you hope your students remember most about you? What do you hope your CT remembers most about you?
10. Write an overall summary of your first placement student teaching experience. Along with reflecting back over the eight weeks, describe your participation in the professional physical education community and the broader educational community at your school these past eight weeks. How has this experience altered your identity in the physical education domain? How has this experience impacted your professional understandings within the physical education domain? How has this experience impacted your practices as a physical educator?

Due Date: October 23rd (second placement school information)

- a. Daily schedule of classes
- b. Days that the class schedule might be disrupted because of early dismissal, assemblies, special events, holidays
- c. Your home phone number, the school's phone number and fax number, your cooperating teacher's home phone number
- d. Your work schedule, if you are working while student teaching
- e. Accident report procedures
- f. Nurses schedule, nearest first aid kit, how to contact the main office in the event of an emergency
- g. School wide discipline policy
- h. What activities you tentatively plan to teach

Due Date: October 23rd (11 & 12 journal entries)

11. Reflect on your first official day with your CT
12. Reflect on your first full day of school with the students. How did the students receive you and respond to you? What were your duties/responsibilities on this first full day of classes? Describe any details that stood out to you. What communications did your CT have with you? Describe your feelings as the day went on, class-to-class period.

Due Date: November 6th (13, 14, 15 journal entries)

13. Reflect on one experience you have had with class management. What was the particular situation? How did your class management affect the situation? What could you have done differently to alter the outcome of the situation, or, how might you adjust your class management to better the situation outcome?
14. Reflect on one experience you have had with student discipline. Explain the scenario surrounding the discipline circumstance. How did the student react initially to you? What communication tactics did you use to reach your student? How did the student communicate with you? What might you do differently in another similar situation that would deem a better outcome?
15. Reflect on one experience with your CT. Describe the situation. In what capacity was the CT with you? What stands out to you about this situation? What did you learn from your CT during this experience? What might your CT have learned from/about you during this experience? How might this experience influence your future teaching?

Due Date: November 20th (16 & 17 journal entries)

16. Reflect on one experience you've had in handling diverse (either cultural or skill level) needs of students. Describe how you have created a learning environment that respects and incorporates learners' personal, family, cultural, and community experiences. Include specific examples of

appropriate strategies or resources you have used to meet the special and diverse needs of the learners in your classroom.

17. Reflect on your communications with school colleagues AND parents/guardians AND the school community at your secondary student teaching location. Describe the strategies you use to communicate with these different groups of people. How do they differ, and how are they similar? What strategies have you found to be more effective? Why do you think these strategies have proved to be more effective? Who initiated the communication, you or someone else? How have you advocated or promoted a variety of physical activity opportunities for your students? Colleagues? Parents/guardians of your students? What impact do you believe your communication had on these different groups of people?

Due Date: December 4th (18 & 19 journal entries)

18. Reflect on your thoughts and feelings going into your last weeks of student teaching. How do you feel now versus your first week of this placement? What do you attribute to the differences in your thoughts and feelings today versus that first week of teaching in March? What have you learned in the past few weeks? How has this new learning impacted your instruction of children? How has this new learning impacted your CT? What do you hope to accomplish in this last week of your student teaching experience? If you could accomplish only one goal this week, what would it be? If you could leave one lasting impact upon your students this last week, what would that one lasting impact be? What do you hope your students remember most about you? What do you hope your CT remembers most about you?
19. Write an overall summary of your OVERALL student teaching experience. Along with reflecting back over the eight weeks, describe your participation in the professional physical education community and the broader educational community at your school these past eight weeks. How has this experience altered your identity in the physical education domain? How has this experience impacted your professional understandings within the physical education domain? How has this experience impacted your practices as a physical educator? Most importantly, how did this experience differ from your first assignment?

e. US, CT, and ST assessment: As per timeline.

f. Student Portfolio: Students will be expected to display the work they completed in both their elementary and secondary settings. Please see guidelines on page 17.

Evaluation	
Lesson Plans & Block Plans (one week prior)	yes or no
School Information	40 PTS (2 x 20 PTS)
Two Teaching Styles	40 PTS (2 x 20 PTS)
Video and self-analysis	100 PTS
Weekly CT Evaluations (pg. 12)	80 PTS (16 x 5 PTS)
Student Elementary Portfolio (pg. 17)	100 PTS
Student Secondary Portfolio (pg. 17)	100 PTS
	460 PTS TOTAL

Grade Breakdown

Letter grades will be calculated on the following scale:

- (A) 90-100 (414 pts.)
- (B) 80-89 (368 pts.)
- (C) 70-79 (322 pts.)
- Below 70 = Failing

Seminar Dates:

- Tuesday, September 1st 3:30 PM
- Tuesday, September 29th 3:30 PM
- Tuesday, October 27th 3:30 PM
- Tuesday, November 17th 3:30 PM
- Tuesday, December 8th 3:30 PM

DEPARTMENT OF KINESIOLOGY AND UNIVERSITY GUIDELINES

The Department of Kinesiology Grade Requirement:

As stated in the undergraduate catalog, you are required to earn a “C” or better in ALL Kinesiology and Health courses to maintain your status as a Kinesiology major. Therefore, in the future, you will be required to retake any Kinesiology course in which you earned a “D” or “F”. These classes must be taken at UTA. If a “D” or “F” grade is earned you will need to contact your academic advisor, you will need permission to continue to take Kinesiology and Health courses until the grade is replaced with a “C” or better grade. If you have any questions regarding this policy, please contact your academic advisor.

Grade Grievance Deadline Policy:

The student has one calendar year from the date a grade is assigned to initiate a grievance. The normal channels are: Department Chair or Program Director; Academic Dean; and the Provost.

Americans with Disabilities Act:

The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 - The Rehabilitation Act of 1973 as amended. With the passage of federal legislation entitled *Americans with Disabilities Act (ADA)*, pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. Information regarding specific diagnostic criteria and policies for obtaining academic accommodations can be found at www.uta.edu/disability. Also, you may visit the Office for Students with Disabilities in room 102 of University Hall or call them at (817) 272-3364.

Academic Integrity:

It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University.

"Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, and the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." (Regents' Rules and Regulations, Series 50101, Section 2.2)

NASPE INITIAL PHYSICAL EDUCATION TEACHER EDUCATION STANDARDS (2004)

STANDARD 1: Physical education teachers understand physical education content and disciplinary concepts related to the development of a physically educated person

STANDARD 2: Physical education teachers understand how individuals learn and develop and can provide opportunities that support their physical, cognitive, social, and emotional development.

STANDARD 3: Physical education teachers understand how individuals differ in their approaches to learning and create appropriate instruction adapted to these differences.

STANDARD 4: Physical education teachers use an understanding of individual and group motivation and behavior to create a safe learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

STANDARD 5: Physical education teachers use knowledge of effective verbal, nonverbal, and media communication techniques to enhance learning and engagement in physical activity settings.

STANDARD 6: Physical education teachers plan and implement a variety of developmentally appropriate instructional strategies to develop physically educated individuals, based on state and national standards

STANDARD 7: Physical education teachers understand and use assessment to foster physical, cognitive, social, and emotional development of students in physical activity.

STANDARD 8: Physical education teachers are reflective practitioners who evaluate the effects of their actions on others (e.g., students, parents/guardians, and fellow professionals), and seek opportunities to grow professionally.

STANDARD 9: Physical education teachers use information technology to enhance learning and to enhance personal and professional productivity.

STANDARD 10: Physical education teachers foster relationships with colleagues, parents/guardians, and community agencies to support students' growth and well-being.

TEXAS COMPETENCIES FOR ENTRY LEVEL PHYSICAL EDUCATION TEACHERS

STANDARD 1: Demonstrate and understand a variety of human movement skill competencies and help students develop these skills.

STANDARD 2: Understand principles and benefits of developing physically active lifestyles and utilize motivation strategies that inspire students to participate and value physical education for life.

STANDARD 3: Use knowledge of individual and group motivation and behavior to create and manage a safe, productive learning environment that promotes students' self-management, self-motivation, and social skills through participation in physical activities.

STANDARD 4: Use knowledge of how students learn and develop to provide opportunities that support students' physical, cognitive, social, and emotional development.

STANDARD 5: Provide equitable and appropriate instruction for all students in a diverse society.

STANDARD 6: Use effective, developmentally appropriate instructional strategies and communication techniques to prepare physically educated individuals.

STANDARD 7: Understand and use formal and informal assessments to promote students' physical, cognitive, social, and emotional development in physical education contexts.

STANDARD 8: Reflect and evaluate the effects of his/her actions on others (e.g., students, parents/caregivers, other professionals in the learning environment) and seeks opportunities to grow professionally.

STANDARD 9: Collaborate with colleagues, parents/caregivers, and community agencies to support students' growth and well being.

STANDARD 10: Understand the legal issues and responsibilities of physical education teachers in relation to supervision, planning and instruction, matching participants, safety, first aid, and risk management.

Resident Weekly Report

Summary of Work Completed:

Date _____
Week # _____

Please reproduce this form, complete each week of your residency and return to residency coordinator/supervisor at respective seminars.

Please reflect on the week that 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 conferences with Mentor:
4. Growth goals for the next week:
5. Plan for achieving growth goals:
6. Evaluation of the week just completed:
7. Other reflections about this week:

MENTOR'S COMMENTS:

Strengths:

Goal(s) for growth:

Mentor's Signature: _____

Student's signature: _____

Dispositions and Action Planning

UTA Supervisors are required to record all disposition-related problems while supervising residents. Dispositions can be reported at the following link <http://ossa.uta.edu/> under “Unit-Wide Assessments”.

Action Plan

Resident _____
Mentor & School _____
UTA Supervisor _____

A conference regarding the following UTA student, _____, has been called for the following reason(s):

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

DOCUMENTATION

DISCUSSION

PLAN OF ACTION

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 Student’s signature: _____ Date _____

Resident Evaluation of Mentor Teacher #1

Resident Name _____ Mentor Name _____

Semester/Date _____ School _____

Please return to Residency Supervisor. Thank you in advance for your time and feedback.

	<u>Poor</u>	-	<u>Excellent</u>
Mentors scheduled regular conferences each week with Resident to provide feedback and discuss progress/performance	1	2	3 4 5
Mentors gradually moved the Resident into more instructional duty/responsibilities each week of placement	1	2	3 4 5
Mentor conducted a tour of building, explained policies & procedures, and introduced Resident to other faculty/personnel	1	2	3 4 5
Mentor prepared demonstration lessons/teachings for the Resident to observe & model	1	2	3 4 5
Mentor shared personal teaching materials/techniques with Resident	1	2	3 4 5
Mentor demonstrated and discussed behavior management strategies	1	2	3 4 5
Mentor remained in the room to observe Resident, provide feedback, and answer questions & safety concerns	1	2	3 4 5
Should UTA use this mentor in the future	NO		YES

Resident Evaluation of Mentor Teacher #2

Resident Name _____ Mentor Name _____

Semester/Date _____ School _____

Please return to Residency Supervisor. Thank you in advance for your time and feedback.

	<u>Poor</u>	-	<u>Excellent</u>
Mentors scheduled regular conferences each week with Resident to provide feedback and discuss progress/performance	1	2	3 4 5
Mentors gradually moved the Resident into more instructional duty/responsibilities each week of placement	1	2	3 4 5
Mentor conducted a tour of building, explained policies & procedures, and introduced Resident to other faculty/personnel	1	2	3 4 5
Mentor prepared demonstration lessons/teachings for the Resident to observe & model	1	2	3 4 5
Mentor shared personal teaching materials/techniques with Resident	1	2	3 4 5
Mentor demonstrated and discussed behavior management strategies	1	2	3 4 5
Mentor remained in the room to observe Resident, provide feedback, and answer questions & safety concerns	1	2	3 4 5
Should UTA use this mentor in the future	NO		YES

Resident Evaluation of UTA Supervisor

Please return to Larry Nelson or Terry Olson. Thank you in advance for your time and feedback.

UTA Supervisor _____ Date _____

The UTA Supervisor...

		Poor		Average		Excellent
◆ acted in a professional manner with me and other school personnel.	1	2	3	4	5	
Comments:						
◆ was accessible when situations or questions arose.	1	2	3	4	5	
Comments:						
◆ observed and evaluated the UTA student an adequate number of times throughout the semester.	1	2	3	4	5	
Comments:						
◆ provided 3-way discussion meetings that were helpful to me and the UTA student.	1	2	3	4	5	
Comments:						
◆ solicited my comments in evaluating the UTA student's performance.	1	2	3	4	5	
Comments:						

University of Texas at Arlington
Department of Kinesiology
KINE 4647
PORTFOLIO ASSESSMENT

Student Name _____

Content	yes	no	comments
1. Table of contents			
2. Philosophy			
3. NASPE & State Standards			
4. Curriculum Plan			
5. Block/Unit Plan			
6. Lesson Plans			
7. Evaluations			
8. Reflections			
9. Course/Other Notes			