

The University of Texas at Arlington

College of Education

Early Childhood – Grade 6 Undergraduate Program

**Cooperating and Student Teaching
Handbook**

Spring 2012

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UT Arlington
College of Education
CONTACT INFORMATION

Arlington Independent School District	www.AISD.net
Dallas Independent School District	www.dallasisd.org
Hurst-Euless-Bedford Independent School District	www.hebisd.edu
Mansfield Independent School District	www.mansfieldisd.org

UT Arlington College of Education

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The 12 Themes and Principles of Learning

Good Teaching Matters!

The State Board for Educator Certification, in conjunction with educators from all of Texas, declares the following components to be vital to effective teaching and student learning:

Learner-Centeredness. The teacher is a leader of a learner-centered community in which an atmosphere of trust and openness produces a stimulating exchange of ideas. Although the teacher has a vision for the destination of learning, learners are encouraged to take responsibilities for their own learning.

Active Learning. The teacher designs learning experiences that engage interest in learning. The teacher encourages learners to shape their own learning through active engagement.

Teaching for Meaningful Outcomes. The teacher selects and organizes topics so that learners make clear connections between what is taught in the classroom and what they experience outside the classroom. The teacher helps learners link ideas in content area to familiar ideas, to prior experiences, and to relevant problems.

Diversity. The teacher models and encourages appreciation of the diversity of learners' cultural heritage, unique endowments, learning styles, interests, and needs. The teacher designs learning experiences that show consideration of diversity.

Communication. The teacher uses verbal, nonverbal, and media techniques so that students explore ideas collaboratively, pose questions, and support one another in their learning. The teacher designs learning experiences that provide students with the opportunity to listen, speak, read, and write in a variety of contexts.

Higher-order Thinking. The teacher is a critical thinker and problem solver who plays a variety of roles when teaching. The teacher observes, evaluates, and changes directions and strategies when necessary.

Intra- and Interdisciplinary Connections. As the teacher guides learners to construct knowledge through experiences, they learn about relationships among and within the central themes of various disciplines. The teacher integrates other disciplines and learners' interest so that learners consider the central themes of the subject matter from as many different cultural and intellectual viewpoints as possible.

Use of Technology. The teacher stays abreast of current knowledge about technology and integrates technological resources into instructional practices. The teacher selects technological resources that are developmentally appropriate and engage interest in learning. The teacher uses technology as a resource for building communication skills.

Developmental Appropriateness. The teacher designs learning experiences that are developmentally appropriate, integrating learning experiences and various forms of assessment that takes into consideration the unique characteristics of the learner community.

Assessment as Part of Instruction. Assessment is used to guide the learner community. The teacher responds to the needs of all learners by using assessment as an integral part of instruction.

The Teacher as Part of a Larger Learner Community. The teacher communicates effectively as an advocate for each learner. With colleagues, the teacher works to create an environment in which taking risks, sharing new ideas, and solving problems in an innovative way are supported and encouraged. With citizens, the teacher works to establish strong and positive ties between school and community.

Lifetime Learning, Including Self-assessment. Because the teacher encourages learners to shape their own learning and guides learners to develop personally meaningful forms of assessment, learners develop an appreciation of learning as a lifelong process.

Cooperating Teacher Checklist

The following items should be completed by the Cooperating Teacher :

- ___ Cooperating Teacher Credo (if not submitted during Field Experiences semester)
- ___ Observation Record (submitted to UTA Supervising Teacher after any formal observations)
- ___ Weekly Report and Reflection (completed weekly with the Student Teacher and submitted electronically at

http://www.uta.edu/coehp/fieldexperience/residents/ec4gen_weeklyreport.php

Then click on the box under Elementary that says “Current EC-6 Field Experience Candidates and Student Teachers”)

- ___ Mid-Semester Benchmarks (submitted electronically via TK-20)
- ___ End Benchmarks (submitted electronically via TK-20)

Cooperating Teacher Information

Cooperating Teacher:

- The Cooperating Teacher is a classroom teacher who volunteers to work with a Teacher Candidate from the UT Arlington College of Education. The Cooperating Teacher serves as a model for teacher preparation and assists the Teacher Candidate in becoming an effective first year teacher.

Cooperating Teacher Qualifications:

- A high level of commitment to the professional development of aspiring teachers
- An eagerness to continue professional growth
- Approval of building principal
- A minimum of three years of successful classroom experience
- Effective communication skills
- Outstanding collaboration skills

Preparation for the UTA Student Teacher:

- Prepare the class. Share biographical information and explain the purpose of the Student Teaching experience. Make sure your students understand the role and authority of the Student Teacher.
- Allow your students to participate in planning a “proper” welcome for the Student Teacher (bulletin boards, posters, biographical letters from students, etc.)
- Make arrangements with school personnel for the arrival of the Student Teacher. Is there a place to sign in the office? Is a parking sticker necessary? Is a name badge required?
- Provide the Student Teacher with a place/area to call “home” and access to materials, etc.
- Obtain current address, phone number and email information from Student Teacher. Provide same information to Student Teacher.

Information to provide the Student Teacher:

- Provide the Student Teacher with an orientation packet containing parking information, campus map, class schedules, student and teacher handbooks (dress code, etc.), district and school calendars, class rolls and eating charts, and lesson plans for the first few days.
- Make arrangements for the Student Teacher 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). Tell the Student Teacher how to obtain teacher resources.

- Provide the Student Teacher 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.

*An important component in a pre-service teacher's learning includes regular and honest discussions with Cooperating Teachers, and opportunities to plan, implement and reflect with the wise help of a Cooperating Teacher. Please arrange for regular times -daily if possible- to plan and reflect on both your teaching and the Student Teacher's. The Weekly Report and Reflection provides a format for such reflection. **It should be completed and submitted during a weekly conference between the Cooperating Teacher and the Student Teacher.***

The Cooperating Teacher's Roles and Responsibilities

Cooperating Teacher Responsibilities:

- Cooperating Teachers are required to read and sign the Credo for Cooperating Teachers. All Cooperating Teachers are expected to strive toward the proficiencies for teachers as listed in the Learner Centered Schools: A Vision of Texas Educators adopted and mandated by the Texas Education Agency (TEA). The proficiencies are:
 - **Learner-Centered Knowledge**
 - The teacher possesses and draws on a rich knowledge base of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students.
 - **Learner-Centered Instruction**
 - To create a learner-centered community, the teacher collaboratively identifies needs; and plans, implements, and assesses instruction using technology and other resources.
 - **Equity in Excellence for All Learners:**
 - The teacher responds appropriately to diverse groups of learners.
 - **Learner-Centered Communication**
 - While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal skills.
 - **Learner-Centered Professional Development**
 - The teacher, as a reflective practitioner dedicated to all students' success, demonstrates a commitment to learn, to improve the profession, and to maintain professional ethics and personal integrity.

The Cooperating Teacher will:

1. Prepare the classroom students to receive a professional co-worker.
2. Orient the Student Teacher to:
 - The students and the on-going program
 - The building facilities and resources
 - The personnel – special teachers, consultants, staff
 - The school policies and rules
 - Classroom management strategies
 - The nature of the community
 - The special features and challenges of education in the school and locale
3. Provide a gradual induction to teaching responsibilities by modeling appropriate planning, teaching and assessment strategies.
4. Help the Student Teacher succeed by:
 - Monitoring effective use of time
 - Requiring written lesson plans in advance of teaching assignments
 - Creating a climate in which she/he is encouraged to self-evaluate as well as ask questions

- Affirming and encouraging
 - Keeping interactive lines of communication open
 - Discussing problems frankly, one at a time
 - Sharing professional experiences and materials
 - Capitalizing on the special interests, talents, and background of a Student Teacher in order to enrich the curriculum
 - Encouraging alternative teaching approaches and management strategies
 - Meeting weekly with the Student Teacher to reflect, complete, and submit the Weekly Report and Reflection
5. Guide the Student Teacher as she/he plans, implements and assesses by modeling and discussing preparation and instruction.
 6. Promote daily interactive discussions concerning the strengths and weaknesses of the Student Teacher's effectiveness in the teaching-learning situation.
 7. Help the Student Teacher implement recommendations received during daily evaluation sessions.
 8. Confer with the University Supervisor on a continuing basis. Performance problems should be identified and discussed with the University Supervisor as early as possible. The Supervisor retains the ultimate responsibility for the Student Teacher's final grade.
 9. Complete formal evaluations and Benchmarks and discuss them with the Student Teacher.
 10. Arrange time for the Student Teacher to confer with the University Supervisor following a visit.
 11. Free the Student Teacher to attend all required seminars that are part of the preparation program.
 12. Guide the Student Teacher in making the transition from being a student to being a teacher and professional.

Cooperating Teacher Credo

I understand that the EC-6 undergraduate program is a field based teacher education program authorized by the University of Texas at Arlington, cooperating school districts, Texas Education Agency, and Texas Higher Education Coordinating Board. I understand that my participation in this program is voluntary. I agree the following statements are the guiding principles espoused by the partners involved in the program.

1. I recognize the need to follow the policies and procedures of the program, to participate in the evaluation of the program, and to provide information and data important to the evaluation process. I understand that on occasion I may be audio/video taped, photographed, interviewed, asked to participate in studies related to the training of teachers and teacher education, and to allow this information to be shared with other professionals, at conferences, workshops, and through publications.
2. I recognize the need to create a learning environment which is communicative, supportive, encouraging, sensitive to the needs of others, and flexible.
3. I recognize the need for cooperative collaboration with my UT Arlington faculty, all Student Teachers, Cooperating Teachers, administrators, university personnel, business representatives and parents.
4. I recognize that the program is developmental, i.e., not static but evolving, changing and improving, that it often requires evaluation and modification, that the roles of the participants may change from time to time, and that I will not only demonstrate flexibility but I will contribute information, when I can, that might help to improve the program.
5. I recognize the need to continuously refine my understanding of the training process of the Student Teacher, to be an innovator, willing to implement innovative teaching practices, and to allow the Student Teacher to implement innovative teaching practices in my classroom.
6. I recognize the need for full partnership with UT Arlington faculty, to participate with them in their collaborative duties and activities, to be decision-makers with them, and to assist their efforts to provide the best education to EC-6 learners and Student Teachers.
7. I recognize the need for sharing teaching and management responsibilities with the Student Teacher as they are ready to engage in them.
8. I recognize the need for a high level of professional training for aspiring teachers and a willingness to continue my professional growth. I agree to stay informed and participate in staff development opportunities.
9. I recognize the need to model effective teaching strategies, to provide leadership in conflict resolution, encourage and support Student Teacher's professional growth, and to provide leadership in professional behavior and instruction.
10. I recognize the need to conference and plan with the Student Teacher and other teachers, to evaluate, assess, provide oral and written feedback, and documentation of the Student Teacher's professional growth, to complete evaluative paperwork timely, and to provide the Student Teacher with quality instructional time and facilitate its success.

Cooperating Teacher's Signature: _____ Date: _____

Required Activities for Student Teachers

Some of the following were completed during the Field Experience semester; others need to be accomplished during Student Teaching.

Date	Activity
_____	Give the Student Teacher a class list and daily schedule
_____	Show the Student Teacher where personal effects may be kept
_____	Inform the Student Teacher of the housekeeping procedures, such as opening blinds and seeing that cabinets, counters, and floors, etc. are neat
_____	Honestly and professionally explain the behaviors that are not acceptable to you, i.e. not putting personal belongings on your desk, not writing in the teacher textbook, not drinking or eating when children are not, etc.
_____	Explain school and classroom discipline policies and procedures
_____	Provide opportunities to assist with filing student materials
_____	Arrange opportunities for the Student Teacher to assist with some clerical duties
_____	Acquaint the Student Teacher with the grading system
_____	Explain the quality of work expected of students in class work and homework
_____	Allow the Student Teacher to assist in checking student work and recording grades
_____	Have available copies of textbooks, lesson plan book, curriculum guides, and grade book for Student Teacher review and use for planning
_____	Have available copies of TEKS for subject/grade level teaching
_____	Acquaint the Student Teacher with school and classroom policies for early arrivals and late dismissal
_____	Inform the Student Teacher of procedures for getting students to special classes
_____	Acquaint the Student Teacher with fire drill and emergency procedures
_____	Involve the Student Teacher in special duty responsibilities
_____	Provide opportunities for the Student Teacher to assist with individual and small group work
_____	Present carefully prepared demonstration lessons for the Student Teacher to observe and analyze them together
_____	Share personal teaching materials with the Student Teacher
_____	Share the Code of Ethics for Texas Teachers
_____	Allow the Student Teacher to experience a parent conference
_____	Discuss behavior guidance and management techniques (both in and out of the classroom)
_____	Demonstrate the direct connection between appropriate instructional strategies and effective classroom management
_____	Demonstrate and discuss the subtle classroom management techniques that work with your class (examples: eye contact, touching a student's shoulder to redirect off-task behavior, etc.)
_____	Teach computer grade and attendance systems
_____	Become acquainted with the teacher appraisal instrument

Cooperating Teacher's Signature: _____ Date: _____

STUDENT TEACHER CHECKLIST

The following items should be completed by the Student Teacher:

- ___ Student Teacher Statement of Intent (submitted on Blackboard)
- ___ Teaching Schedule Form (submitted on Blackboard)
- ___ One formal lesson plan and reflection per week (Except for first 2 weeks of each placement - submitted on Blackboard)
- ___ Weekly Report and Reflection (completed by the Student Teacher and Cooperating Teacher and submitted electronically at http://www.uta.edu/coehp/fieldexperience/residents/ec4gen_weeklyreport.php)
- ___ Data-driven Instruction Project (Progress about each step posted on Blackboard Discussion Board – final paper posted on Blackboard and TK-20)

Student Teacher Information

The Student Teacher is a teacher preparation candidate in the final semester of teacher preparation. Student Teachers are in the classroom every day, all day, for the entire Spring semester, following the ISD calendar. They are to be released from their classroom responsibilities on days on which they have UT Arlington classes scheduled. Student Teachers assist the Cooperating Teacher and assume classroom responsibilities that lead to preparing, implementing and assessing lessons for a minimum of two weeks in each grade level assignment. Some Student Teachers are employed as Instructional Aides (Early Childhood Assistants) upon agreement between UT Arlington and the school district.

To be a Student Teacher, the candidate must have:

- 2.75 overall GPA
- 2.75 GPA in all EDUC/LIST/BEEP/EDTC/ECED course work
- No grade below a "C" In core/EDTC/LIST/ECED prerequisites
- required scores on all areas of the TASP (R270, W220, M230)
- positive criminal record check (CRC)
- successful completion of Field Experience Semester
- no courses remaining other than ECED 4687

Responsibilities: Student Teachers are required to complete the semester with professional and ethical behaviors expected of teachers, and to strive toward the proficiencies for teachers as mandated by the Texas Education Agency. (**Learner-Centered Schools: A Vision of Texas Educators (1994)**).

The proficiencies are:

- **Learner-Centered Knowledge:** The teacher possesses and draws on a rich knowledge base of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students.
- **Learner-Centered Instruction:** To create a learner-centered community, the teacher collaboratively identifies needs; and plans, implements, and assesses instruction using technology and other resources.
- **Equity in Excellence for All Learners:** The teacher responds appropriately to diverse groups of learners.
- **Learner-Centered Communication:** While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal skills.
- **Learner-Centered Professional Development:** The teacher, as a reflective practitioner dedicated to all students' success, demonstrates a commitment to learn, to improve the profession, and to maintain professional ethics and personal integrity.
- **Requirements for Student Teachers:** Student Teachers must be enrolled in ECED 4314, 4319, and 4687 during the Student Teaching semester. It is required that all other coursework be completed prior to Student Teaching. During Student Teaching, Student Teachers continue the process of mastering state proficiencies, leading to proof of competency.

Student Teaching Schedules

Student Teachers keep the same hours as their Cooperating Teacher (s). Student Teachers are expected to participate in all activities and duties in which their Cooperating Teacher's are involved, i.e., open house, PTA, UIL, staff development, faculty meetings, ARD meetings, bus duty, and playground, except when these would conflict with required UT Arlington course meetings.

Student Teachers are assigned to two Cooperating Teachers each semester. Student Teachers will experience all teaching responsibilities in each classroom. Assignments and schedules will be coordinated by the Cooperating Teachers and the UT Arlington Supervisor.

Student Teaching Semester

Cooperating Teachers need to organize a logical plan of teaching experiences for the Student Teacher before the full teaching assignments begin. Cooperating Teachers may want to assist the Student Teacher by providing lessons to teach and talking through the lesson with the Student Teacher in advance. By the time the Student Teacher is taking full responsibility, she/he should be designing original lessons with Cooperating Teacher monitoring.

Following is an **EXAMPLE** of a possible teaching schedule:

Student Teachers (Two grade levels) Assignment 1

Week One	Continue responsibilities from Intern semester
Week Two	Assume responsibilities for transitions between classroom and other activities
Week Three	Add planning and teaching math for the entire week
Week Four	Add planning and teaching social studies for the entire week
Week Five	Add planning and teaching science for the entire week
Week Six	Add planning and teaching language arts for the entire week
Week Seven	Plan, teach, assess everything all week
Week Eight	Plan, teach, and assess everything all week.
Week Nine	Plan, teach, and assess everything all week.

Assignment 2

Weeks Ten - Eighteen	Repeat a similar schedule as Assignment 1
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UT Arlington College of Education

Policy Statements for EC-6 Field Experiences

Health Care Expenses: Candidates are responsible for their own health care while participating in field-experiences. Candidates bear the burden of any expenses incurred in conjunction with injuries that may occur during field-based classes/components, Field Experience and Student Teaching. The University of Texas at Arlington will not reimburse candidates for any expenses related to injuries.

Transportation and Meals: Candidates are responsible for their own transportation to and from their field experiences. Candidates are responsible for their own meals while participating in field experiences.

Criminal Records Check: Candidates are responsible for completing forms for a criminal records check as per the requirements of the school district to which they have been assigned.

Absences: Candidates are responsible for notifying their Cooperating Teacher and the UTA College of Education Field Experience Office *prior to* any absence. During the Field Experience, absences should be made up on a later date at the convenience of the Cooperating Teacher. During the Student Teaching, candidates are allowed five, ½ days for illness, personal leave, or interviewing. This includes the UTA Job Fair. An additional one day of leave is granted for the day of the College of Education graduate ceremony. Candidates taking personal leave or interviewing should have absences approved by their Cooperating Teacher and their UTA Supervisor *before* being absent. Absences for whatever reason beyond the five, ½ days allowed may require make-up days during summer school or delay the candidate's graduation.

Weekly Report and Reflection: Candidates are required to meet weekly with their Cooperating Teachers to complete the Weekly Report and Reflection during both the Field Experience and Student Teaching semesters. Candidates will submit this form to their UTA Supervisor from the UT Arlington Office of Field Experience website before midnight on Friday of each week.

Pregnancy during Field Experience and/or Student Teaching: Pregnancy is an exciting time for parents-to-be, but may require special planning when occurring during the Field Experience/Student Teaching year. If you are expecting a baby during your Field Experience/Student Teaching, please share this with your UT Arlington Supervisor as early as possible during your Early Field Experience semester. Keep in mind that federal guidelines do not recognize pregnancy as a disability; therefore, neither the public schools nor the University are required to make accommodations in your daily activities or the program's expectations. Successful completion of Student Teaching requires you to complete the public school academic year working with children and your Cooperating Teachers in public school classrooms. Student Teaching is a university course; course requirements must be met for your successful completion of the program. Maternity/paternity leave is not granted. Should your pregnancy or delivery prohibit your completion of the required time in your Student Teaching, UT Arlington faculty will work with you to plan continuing summer or fall experiences that will allow you to

meet the program's requirements. Graduation and certification can only occur when all continuing summer or fall experiences have been completed.

Termination of Student Teaching: A candidate may be removed from his/her Field Experiences or Student Teaching at any time upon the request of the building principal or the Cooperating Teacher. If this happens during the Early Field Experience semester, the Office of Field Experience will attempt to identify a second placement in which the candidate can finish all required activities and hours during that semester. If the candidate is asked to leave his/her placement during the Student Teaching semester, the candidate will receive a grade of Incomplete for ECED 4687 and be assigned to a second placement for the following semester. Should the candidate be asked to leave his/her Student Teaching during this second placement, he/she will be terminated from the EC-6 Program.

Guidelines for a Successful Student Teaching Experience

You will be assigned to a Cooperating Teacher in an approved public school classroom. You will be observing and participating in your Cooperating Teacher's classroom during the entire year. The full year experience is an important part of the pre-service preparation of becoming a teacher. **Your teaching assignment runs with the public school calendar, not the UT Arlington calendar.**

Please follow these directions and suggestions during your Student Teaching:

1. Know when and where you are to report to the campus in January.
2. When you report back to the school re-introduce yourself to the office staff. Let them know who you are, the nature of your assignment, and the Cooperating Teacher(s) you have been placed with.
3. Be on time, and if you must be absent, call the school, your Cooperating Teacher and the UT Arlington Office of Field Experiences. Notify them as far in advance as possible.
4. Name tags are ALWAYS to be worn in the schools. Security within a school is very important and your nametag will identify you as a person who has a valid reason for being there. Your UT Arlington ID should be worn as your name tag.
5. Your professional manner is of utmost importance. You are NOT a college student during the time you are in the schools; you are a professional on the teaching staff. You should look and act accordingly.
6. Give your Cooperating Teacher(s) the utmost cooperation and respect.
7. Follow through and complete all assignments.
8. Accept suggestions for improvement in a positive and professional manner. Your Cooperating Teacher is there to help you learn and grow. You may not agree, but remember that experience is a great teacher.
9. **Confidentiality is extremely important.** Please remember this when you conference with your Cooperating Teacher(s), professors, principals, parents, other teachers, and friends. Learning about professionalism begins now. **Breach of confidentiality can cost you your job and the opportunity to continue in the profession you have chosen - and, most importantly, it hurts children and families.**
10. Do not criticize the school, teachers, or students. You are a guest in the building, a guest with the expectation that you will learn all you can. Do not jeopardize the opportunity to complete your assignment.
11. Students will imitate your language. Use correct English at all times.
12. If you have a problem with any aspect of your assignment, discuss this with your Cooperating Teacher or UTA Supervisor only. Handle concerns professionally by going directly to those people who have the authority to make adjustments.

UT Arlington

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PROFESSIONAL APPEARANCE

Although your appearance may not get you the job you want, an unprofessional appearance may be enough to keep you from getting the job you want. A teaching wardrobe for the public schools is very different from what you typically wear to university classes, social activities or church.

Whenever you are on a public school campus, you are expected to dress professionally. This includes teacher work-days, conferences with teachers or administrators, visits to other campuses, and participation in extra-curricular activities. **JEANS (blue or black) ARE NOT PROFESSIONAL ATTIRE AND ARE NOT ALLOWED!**

Men

- Facial hair and facial jewelry are prohibited in some school districts
- Slacks and collared shirts are recommended
- Closed-toe shoes are recommended
- Jeans are not permitted, even on casual days at your school

Women

- Avoid tight-fitting clothing (tops, skirts, and slacks)
- Check skirt length when sitting down and bending over
- Avoid blouses and tops that gape when you bend over
- Your navel should be covered, even when you raise your arms above your head
- Low-heeled, closed-toe shoes are recommended
- Application of make-up should be conservative
- Jeans are not permitted, even on casual days at your school

Both Men and Women

- Avoid cowboy boots or hats, athletic shoes, and beach shoes
- Avoid shorts and jeans, even on casual days at your school
- Avoid expensive or attention-getting jewelry
- Avoid strong colognes or perfumes; some students may be allergic to them
- Long hair should be pulled back from your face
- Tattoos and/or other body art should be covered when you are at school
- Facial and/or mouth piercings must be removed when you are at school

Student Teacher Statement of Intent

Name of Student Teacher _____

Name of Cooperating Teacher and School _____

Name of UT Arlington Supervisor _____

I, the undersigned, understand that I have been accepted to participate in the Teacher Certification Program, a field-based teacher education program authorized by the University of Texas at Arlington, cooperating local school districts, Texas Education Agency, and Texas Higher Education Coordinating Board. I also agree to the following commitments:

I COMMIT to full participation in the year-long field-based program and agree to follow the public school calendar for both the fall and spring semesters (typically beginning the 1st week in August through December, and immediately following the winter break , usually the first week in January through May).

I COMMIT that, during my Field Experience (first semester) and Student Teaching (second semester), I will be in the public schools with my Cooperating Teacher or in workshops and/or seminars.

I COMMIT to maintaining all of the academic requirements of UT Arlington relative to teacher education. I understand that, in order to be approved to begin Field Experience and continue Student Teaching, I must (a) be approved by the UT Arlington faculty, (b) be approved by the school district, and (c) meet the minimum requirement for acceptance to Field Experience/Student Teaching: i.e., admission to teacher education (including required TASP scores); 2.75 GPA overall; 2.75 GPA and no grade lower than C in all of my professional education courses.

I COMMIT to professionalism. That is, I will exhibit the behaviors of a professional educator who is committed to teaching, to excellence, to the learners in the classroom, and to my own personal and professional growth. These behaviors include but are not limited to: appropriate dress; completing assigned work on time and in the best possible quality; being prompt with appointments and other commitments; keeping agreements with my Cooperating Teacher and UT Arlington faculty; maintaining a positive attitude; demonstrating to others a true desire to be there; staying busy while in the classroom; avoiding eating and drinking in classrooms in front of the students, maintaining a high attendance record with minimal absences (UT Arlington policy on absences will be followed); soliciting constructive criticism and accepting it gracefully; being prepared; and maintaining a high level of professional ethics, integrity, and confidentiality.

I COMMIT to full partnership with my Cooperating Teacher , to seek his/her mentorship, to earn his/her respect, to participate with him/her in required and voluntary duties and activities, to be a decision-maker with him/her, and to assist my Cooperating Teacher in his/her efforts to provide the best education to EC-6 learners.

I COMMIT, from the first day of school, to shed my identity as a student and to begin an identity as a teacher. I commit to thinking like a teacher, not a student. I will think of myself as a beginning teacher, be an initiator in my classroom, always look for ways to help children learn whether I am in charge or not, continually seek information from my Cooperating Teacher(s) and UT Arlington faculty, find out as much as I can about how teachers think and make decisions, and work from the beginning to become the best teacher I can be.

I COMMIT to self-learning and self-improvement, i.e., I will ask questions, seek information, be reflective, be open to criticism, keep my defenses down, learn to recognize and state my own strengths as well as weaknesses, and recognize that I will not suddenly be effective but that I will continually be in a process of "becoming" more and more effective.

I COMMIT to the belief that all children can learn. I welcome the opportunity to learn to teach children of various diversities and handicapping conditions, and I believe that all participants in my program (including K-12 teachers, UTA faculty, Student Teachers, and children) will be both teachers and learners.

I COMMIT to the understanding that the program I am in is developmental, i.e., not static but evolving, changing and improving, that it often requires evaluation and modification, that the roles of my professors and teachers may change from time to time, and that I will not only demonstrate flexibility but I will contribute information when I can that might help to improve the program.

I COMMIT to follow the rules and regulations of the program, to participate in the evaluation of the program, and to provide information and data important to the evaluation process. I agree to be audio and/or video recorded, to be photographed, to be interviewed, to participate in studies related to the training of teachers and teacher education, and to have my good work exhibited to other professional educators and/or at classes, conferences and workshops.

I COMMIT to student membership in one of the professional teacher organizations that includes, as part of the membership fee, professional educator liability insurance (cost approximately \$25.). In the absence of such a membership, I will show proof that I have liability insurance through a private insurance carrier.

Student Teacher's Signature

Date

Creating a Responsibilities Plan for Student Teaching

The following two pages should be used to devise a plan for assuming responsibilities specific for your classroom.

1. Use the blank form to complete your classroom schedule
2. Reproduce the completed schedule form - one for each week of the semester
3. Highlight what you will be responsible for week-by-week, after discussion with your Cooperating Teacher
4. Provide a complete copy to your Cooperating Teacher and UT Arlington Liaison

In the event that your schedule changes, your UT Arlington Supervisor must be given the revised schedule. There may be times when the UT Arlington professor will drop by the school and expect to see you where your schedule indicates. Changes should be communicated immediately.

TEACHING SCHEDULE FORM

Student Teacher _____ Week/Dates _____
 Cooperating Teacher /School _____ Grade _____

Comments:

Time	Monday	Tuesday	Wednesday	Thursday	Friday
AM DUTIES					
8:20 - 9:30					
9:30 - 10:20					
10:25 - 10:40					
10:40 - 11:42					
11:42 - 12:20					
12:20 - 12:50					
12:50 - 1:35					
1:35 - 2:25					
2:25 - 3:00					
PM DUTIES					

SAMPLE TEACHING SCHEDULE

Student Teacher: _____ Week/Dates: Week 4/April 1 – 26
 Cooperating Teacher /School _____
 Grade _____

Comments: I will be taking over Morning Math and adding it to the Read Aloud and Reading Buddies

Time	Monday	Tuesday	Wednesday	Thursday	Friday
AM DUTIES					
8:20 - 9:30	Math	(Math Computers) Math	Math	Math	Math
9:30 - 10:20	Science	Science	Science	Science	Science
10:25 - 10:40	Recess	Recess	Recess	Recess	Recess
10:40 - 11:42	(11:15 - 11:30 Library) Language	Language	Language	Language	Language
11:42 - 12:20	Lunch	Lunch	Lunch	Lunch	Lunch
12:20 - 12:50	Read Aloud	Read Aloud	Read Aloud	Read Aloud	Read Aloud
12:50 - 1:35	P.E./Planning	P.E./Planning	P.E./Planning	P.E./Planning	P.E./Planning
1:35 - 2:25	Reading	Reading	(Computers) Reading	Reading	Reading
2:25 - 3:00	Reading Buddies	Reading Buddies	Reading Buddies	Reading Buddies	Reading Buddies
PM DUTIES					

UT Arlington
College of Education
Lesson Plan Requirements

On the following pages, you will find the standard lesson plan forms required for your Early Field Experience/ Student Teaching and the lesson plan rubrics. The following guidelines apply to the preparation of lesson plans:

During Student Teaching

Student Teachers are required to develop at least one detailed lesson plan per week throughout the semester. Other lesson plans may be developed according to a more abbreviated format *if approval is given by the Cooperating Teacher and the UTA Supervising Teacher.*

REQUIRED Formal Evaluations of Lessons:

Student Teachers are to use the EC-6 Observation Form provided for all lessons formally evaluated by Cooperating Teachers, University Supervisors, or peers. Cooperating Teachers, University Supervisors, and peers evaluating lessons must have a copy of the 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.

REQUIRED Benchmarks:

Mid-Semester and End-of-Semester Benchmarks are to be completed by Cooperating Teachers during each placement. They will be submitted electronically on the TK-20 site. These details will be provided at a later date.

Lesson Plan Format

A. Background Information

1. Your Name
2. Content Area(s)
3. Topic
4. Grade Level

B. Goals and Objectives

1. TEKS
2. Objective(s)
 - i. What will your students learn during this lesson?
3. Materials Needed
4. Technology Needed

C. Pre-Assessment related to TEKS and Objectives

1. Collection of data to determine what students already know related to the TEKS and Objectives
2. Analysis of data
3. Use of data in planning instructional activity

D. Procedures

1. Introduction of the Topic

- i. Statement of what is to be learned, **and/or**
- ii. Demonstration of what is to be learned, **and/or**
- iii. Mind capture, **and/or**
- iv. Link to prior experience or learning

2. Development of the Topic

- i. The main body of the lesson in which you and the students work toward the objectives

3. Summary for the Students of What Has Been Learned

- i. Re-state the objectives of the lesson, **and/or**
- ii. Ask questions to have the students re-state what was learned

E. Assessment

1. What did the students do during this lesson to let you know they had met the objectives stated above?

F. Re-Teaching – How will you teach these objectives again in a different for:

1. students who did not meet them in this lesson?
2. all students as a review?

G. Extensions – How might you extend this lesson for children of more advanced abilities?

H. Modifications – What modifications would you make for students with special needs?

LESSON PLAN RUBRIC

	UNACCEPTABLE	ACCEPTABLE	TARGET
TEKS	Did not identified at least two grade level TEKS from different content areas.	Only one grade level TEKS identified; or two TEKS from the same content area.	Identified at least one content area TEKS and one additional grade level TEKS from a supporting subject area.
Objective	Did not include at least two measureable objectives or did not address the TEKS or did not contain a condition, action verb, skill, & criteria.	Only one measureable objectives included or objectives missing one or more of the following: condition, action verb, skill, & criteria.	At least two measureable objectives addressing each of the TEKS containing a condition, action verb, skill, & criteria.
Materials	Not included	Partial list of materials included	List of specific materials and technology to be used in lesson.
Pre-Assessment	No pre-assessment included or pre-assessment does not determine knowledge of topic and does not check if student have skills needed to attempt to content.	Pre-assessment does not determine knowledge of topic or does not check if student have skills needed to attempt the content.	Pre-assessment determines knowledge of topic and checks if student have skills needed to attempt the content.
Vocabulary	New vocabulary not included.	A partial list of new vocabulary included.	Complete list of new vocabulary that students will encounter in the lesson.
Procedures			
<ul style="list-style-type: none"> • Introduction of the topic 	Does not provides a context for learning; does not focus students attention on lesson; does not stimulate students' interest in the topic.	Provides minimal context for learning; or does not focus students attention on lesson; or does not stimulate students' interest in the topic.	Provides a context for learning; focuses students attention on lesson; stimulates students' interest in the topic.
<ul style="list-style-type: none"> • Development of Topic 			
<ul style="list-style-type: none"> ○ Input 	Information needed for students to gain skill is not included.	Some information needed for students to gain skill is included.	All information needed for students to gain skill is included.
<ul style="list-style-type: none"> ○ Modeling 	Fails to model or does not show examples of expected behavior or skill.	Provides minimal modeling or shows few examples of expected behavior or skill.	Provides a model or shows examples of expected behavior or skill.
<ul style="list-style-type: none"> ○ Guided Practice 	Fails to provide students with an opportunity to demonstrate understanding of new learning through activity under candidate's supervision.	Provides student with a minimal opportunity to demonstrate understanding of new learning through activity under candidate's supervision.	Provides student with an opportunity to demonstrate understanding of new learning through activity under candidate's supervision.
<ul style="list-style-type: none"> ○ Description of the activity 	Fails to include all steps to complete activity. Contributes in a direct way to the students' accomplishing of	Includes some of the steps to complete activity. Contributes in a direct way to the students'	Includes all steps to complete activity. Contributes in a direct way to the students' accomplishing of the

	the objective.	accomplishing of the objective	objective.
○ Checking for understanding	Fails to use higher level thinking questions (Bloom’s Taxonomy) to check student’s comprehension and does not determine if students have “got it.”	Uses minimal higher level thinking questions (Bloom’s Taxonomy) to check student’s comprehension or does not determine if students have “got it.”	Uses higher level thinking questions (Bloom’s Taxonomy) to check student’s comprehension and to determine if students have “got it”
Summary	Fails to provide closure to help students synthesis in their minds the new skill. Fails to clarify the points of the lesson.	Provides minimal closure to help students synthesis in their minds the new skill; or fails to clarify the points of the lesson.	Provides closure to help students synthesis in their minds the new skill. Clarifies the points of the lesson.
Assessment	Fails to provide students the opportunity to practice skills independently; fails to include authentic and appropriate strategies; fails to align with skill in objective. Candidate does not link assessment with student learning or quality of instruction. Candidate does not use assessments to monitor the student learning.	Students have minimal opportunity to practice skill independently; not authentic and/or appropriate strategies; not completely aligned with skill in objective. Candidate integrates assessment as important parts of instruction. Candidates use assessments to monitor student learning.	Students have opportunity to practice skill independently; includes authentic and appropriate strategies; aligns with skill in objective. Candidate plans to use formal and informal assessment as an integral part of instruction and to monitor student learning. Candidate adapts assessment strategies to accommodate and promote the developmental needs of students
Re-teaching	Candidate fails to plan to teach objectives again in a different way.	Candidate includes some plan to teach objectives again in a different way.	Candidate teaches objectives again in a different way; does activity appeal to all students as a review
Extensions	Candidate fails to provide students with advanced abilities the opportunity to dig deeper or plans for busy work.	Candidate provides some opportunity for students with advanced abilities the opportunity to dig deeper; avoids busy work.	Candidate provides students with advanced abilities the opportunity to dig deeper; avoids busy work.
Modifications	Candidate demonstrates in their lesson plans that they have an inadequate understanding of hoe children differ in their development. Candidate’s plans do not recognize and respond to students whose development is atypical.	By including some possible adaptations in their plans, candidate demonstrates they know and understand how children differ in their development. Candidate considers and accommodate in the developmental	By including anticipated individual adaptations in their plans, candidate demonstrates that they know and understand how children differ in their development. Candidate recognizes in their planning that some individual students’ development differs from typical developmental

		characteristics of children in curriculum planning, instruction, and assessment of student learning.	patterns and provide for adaptations that address individual needs.
Development, Learning, and Motivation	<p>Candidate does not understand that the ways in which cultures and social groups differ are important and affect learning.</p> <p>Candidates' plans do not demonstrate an ability to plan curriculum that is achievable but also challenging for children at various developmental levels.</p> <p>Candidates do not have a thorough knowledge of the physical, social, emotional, and linguistic developmental characteristics of children.</p>	<p>Candidate demonstrates in their lesson plans that they are aware of ways in which cultures and social groups differ are important and affect learning.</p> <p>In their planning, candidates draw on developmental knowledge to plan curriculum that is achievable, meaningful, and motivating for children at various developmental levels.</p> <p>In their planning, candidates draw upon knowledge of the physical, social, emotional, cognitive, and linguistic developmental characteristics of children from a variety of theoretical perspectives.</p>	<p>Candidate plans a variety of approaches to adapt curriculum and teaching to differentiate instruction to facilitate and support student learning and development.</p> <p>In their planning, candidates draw on developmental knowledge to plan curriculum that is achievable meaningful, challenging, and motivating for children at various developmental levels.</p> <p>In their planning, candidates draw upon indepth knowledge of the physical, social, emotional, and cognitive and linguistic developmental and learning characteristics of children to create activities that consider students' abilities, interests, individual aspirations, values, and social and cultural backgrounds.</p>
Integrating and applying knowledge for instruction	<p>In their planning, the candidate demonstrates a limited awareness of learning theory, EC-6 subject matter content, curriculum development and student development.</p> <p>Candidates plan for a limited range of instructional approaches.</p>	<p>In their planning, the candidate integrates knowledge of learning theory, EC-6 subject matter content, curriculum development and knowledge of students to plan instructions.</p> <p>Candidates identify possible uses of technology for instruction.</p>	<p>In their planning, the candidate integrates and applies knowledge of students, knowledge of learning theory, EC-6 subject matter content and curriculum development.</p> <p>Candidate plans to use a variety of instructional approaches, including the effective use of technology.</p>
Adaptation to diverse students	<p>Candidate is unable to demonstrate understanding of how elementary students' learning is influenced by individual experiences, disabilities, prior learning, and culture</p> <p>Candidate is unable to</p>	<p>Candidate knows and understands how elementary students' learning is influenced by individual experiences, disabilities, prior learning, and culture</p>	<p>Candidate knows and understands how elementary students' learning is influenced by individual experiences, talents, disabilities, prior learning and experiences, language, and culture</p>

	successfully design instruction appropriate for K-6 students' levels of development, learning styles, and needs	Candidate designs instruction appropriate for K-6 students' levels of development, learning styles, and needs	Candidate seeks assistance and guidance from specialists and other resources to address K-6 students' exceptional learning needs.
Critical Thinking	Fails multiple teaching and learning strategies to enhance students' development of critical thinking, problem solving, and performance skills.	Uses a minimal variety of instructional multiple teaching and learning strategies to enhance students' development of critical thinking, problem solving, and performance skills.	Uses multiple teaching and learning strategies to enhance students' development of critical thinking, problem solving, and performance skills.
Active Engagement in Learning	<p>Candidate does not use their knowledge of individual and group motivation to foster active engagement in learning, self-motivation, positive social interaction, and supportive learning environments.</p> <p>Candidate does not plan to use interpersonal and small group communication techniques to create and effective learning environment.</p>	<p>Candidate uses a variety of strategies to foster active engagement in learning, self-motivation, positive social interaction, and supportive learning environments.</p> <p>Candidate plans to use interpersonal and small group communication techniques to create and effective learning environment.</p>	<p>Candidate plans appropriately for opportunities to modify teaching and classroom management strategies to foster engagement in learning, self-motivation, positive social interaction, and supportive learning environments.</p> <p>Candidate plans to use appropriate and effective interpersonal and small group communication techniques to create an effective learning environment.</p>
Active Inquiry	Fails to provide opportunities for students to use active inquiry and communication strategies in the classroom.	Provides minimal opportunities for students to use active inquiry and communication strategies in the classroom.	Provides opportunities for students to use active inquiry and communication strategies in the classroom.
References	Failed to cite and include reference to outside resources according to APA style.	Cited and included reference for some outside resources according to APA style.	Cited and included reference for all outside resources according to APA style.
Writing Mechanics	10 or more grammatical, punctuation, or spelling errors.	3 to 9 grammatical, punctuation, or spelling errors.	2 or less grammatical, punctuation, or spelling errors.

UT Arlington
College of Education
EC-6 Reflection Form

Professionals improve their teaching and improve student learning through consistent and meaningful reflection. Following the teaching of each lesson, reflect in writing on the following:

1. How did the lesson go?
2. How was my planning?
3. In what ways were the objectives met? Not met?
4. What did the pre-assessment tell me about the students' knowledge of this objective?
5. During the lesson, what worked? What didn't work?
6. What does the post-assessment tell me about the students' mastery of the objectives?
7. What adjustments do I need to make for next time?
8. If group or individual management was challenging, why? What change(s) will make a difference for next time?
9. What effect did the grouping of students have?
10. What were the strong parts of the lesson?
11. Of what am I most proud? Where do I show growth in my teaching?

Lesson Reflection Rubric

Elements of Standard	Unacceptable	Acceptable	Target
<p>The candidate understands practices and behaviors that are characteristic of developing career teachers (ACEI 5.1)</p>	<p>Evidence shows that:</p> <p>The candidate does not demonstrate an awareness of the teaching professional codes of ethical conduct and interdependencies among the various professions in elementary education</p>	<p>Evidence shows that:</p> <p>The candidate demonstrates an awareness of the teaching professional codes of ethical conduct</p> <p>The candidate demonstrate an understanding of basic interrelationships and interdependencies among professions and activities</p>	<p>Evidence shows that:</p> <p>The candidate demonstrate an understanding of the teaching professional codes of ethical conduct</p> <p>The candidate demonstrate an in-depth understanding of interrelationships and interdependencies among professions and activities</p>
<p>The candidate applies practices and behaviors that are characteristic of developing career teachers (ACEI 5.1)</p>	<p>Evidence shows that:</p> <p>The candidate cannot work independently on a variety of disciplinary and pedagogical problems</p> <p>The candidate lacks the ability to focus on independent analysis and value judgments</p> <p>The candidate is not adaptable to evolving issues and conditions</p>	<p>Evidence shows that:</p> <p>The candidate can work somewhat independently on disciplinary problems and responsibilities</p> <p>The candidate focuses on independent analysis and value judgments</p> <p>The candidate can adapt to evolving issues</p>	<p>Evidence shows that:</p> <p>The candidate can work independently on a variety of disciplinary problems and responsibilities</p> <p>The candidate focuses and defends independent analysis and value judgments</p> <p>The candidate can adapt to evolving issues and make wise decisions</p> <p>The candidate can identify, access, and use technology based resources in support of</p>

		<p>The candidate can identify, access, and use technology based resources</p> <p>The candidate demonstrates a commitment to the professional codes of ethical conduct</p>	<p>his/her professional development</p> <p>The candidate demonstrates a commitment to the professional codes of ethical conduct</p>
<p>The candidate reflects on and modifies his/her practices in light of research on teaching, professional ethics, and resources available for professional learning (ACEI 5.1)</p>	<p>Evidence shows that:</p> <p>The candidate has not mastered the ability of reflecting on his/her practices in light of research on teaching and resources available for professional learning</p>	<p>Evidence shows that:</p> <p>The candidate uses a variety of self-assessment and problem-solving strategies for reflecting on his/her practices</p>	<p>Evidence shows that:</p> <p>The candidate reflects on his/her practices and consult with other professionals in order to grow professionally</p> <p>The candidate seek out new sources of current research on teaching and resources for professional learning</p>
<p>The candidate evaluates the effects of his/her professional decisions and actions on students, parents, and other professionals in the learning community (ACEI 5.1)</p>	<p>Evidence shows that:</p> <p>The candidate does not evaluate the effects of his/her professional practice</p>	<p>Evidence shows that:</p> <p>The candidate uses classroom observation, information about students, and research as sources for evaluating teaching outcomes and as a basis for reflecting on, and revising teaching practice</p>	<p>Evidence shows that:</p> <p>The candidate develops a systematic process for evaluating teaching outcomes and develops professional improvement plans based on the evaluation results</p> <p>The candidate conducts professional inquiry into his/her professional practice and shares the results of his/her inquiry with other professionals</p>

Weekly Report & Reflection

Student Teacher _____

Cooperating Teacher / School / Grade Level _____

UTA Supervisor _____

Summary of Week _____

Date Posted _____

Date of this week's Planning Conference between Cooperating Teacher and Student Teacher

Student Teacher: Reflect on the week that just ended.

1. New responsibilities for this week:

2. Reflection on my work this week:

a) My lessons were well developed and instructional materials were prepared. Y or N

b) I was present in my class each day for the entire day. Y or N

If NO, explain: _____

c) I was on time each day. Y or N

3. Goals for professional growth for next week:

4. Support I need from my Cooperating Teacher / liaison:

Cooperating Teacher :

1. Strengths shown this week:

2. Goals for growth:

3. Areas of concern

Date of next week's Planning Conference between Cooperating Teacher & Student Teacher

REFLECTION MUST BE RECEIVED BY THE UTA SUPERVISOR BY MIDNIGHT ON FRIDAY OF EACH WEEK.

THIS FORM IS AVAILABLE ON-LINE AND MUST BE SUBMITTED ELECTRONICALLY AT:

http://www.uta.edu/coehp/fieldexperience/residents/ec4gen_weeklyreport.php

Action Plan

Date _____

Candidate	Last Name	First Name	UTA ID
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COEd Instructor/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 <input type="checkbox"/> EC-6 <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 _____
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A conference has been called because of a demonstrated deficiency in one or more of the Core Values:

Demonstrates excellence

- | | |
|--|---|
| <input type="checkbox"/> Meets stated expectations | <input type="checkbox"/> Keeps timelines |
| <input type="checkbox"/> Attendance; punctuality | <input type="checkbox"/> Sets goals |
| <input type="checkbox"/> Produces artifacts of practitioner evidence | <input type="checkbox"/> Has appropriate hygiene/appearance |

Participates in a student-centered environment and demonstrates respect for self and others

- | | |
|---|--|
| <input type="checkbox"/> Uses appropriate and professional language | <input type="checkbox"/> Supports learning environment |
| <input type="checkbox"/> Shows respect and consideration of others | _____ |

Uses research-based concepts

- | | |
|--|--|
| <input type="checkbox"/> Has an awareness and accepts concepts | <input type="checkbox"/> Identifies important trends in education |
| <input type="checkbox"/> Demonstrated interests in learning | <input type="checkbox"/> Relates class discussions to current events |

Participates in on-going collaboration with peer and professionals

- | | |
|---|---|
| <input type="checkbox"/> Demonstrates kindness, fairness, patience, dignity and respect | |
| <input type="checkbox"/> Works effectively with others | <input type="checkbox"/> Assists others |
| <input type="checkbox"/> Accepts assistance from others | <input type="checkbox"/> Receives feedback and makes adjustment |

Exhibits stewardship of diversity

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

Advocates use of technology

- | | |
|---|--|
| <input type="checkbox"/> Uses existing technologies in work | <input type="checkbox"/> Tries emerging technologies |
|---|--|

Field experience

Life-long learning

- | | |
|--|---|
| <input type="checkbox"/> Demonstrates learning improvement | <input type="checkbox"/> 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: _____

Cooperating Teacher 's signature *Date*

UTA 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 Student's signature Date

OBSERVATION RECORD

Adapted from the PDAS
For All Formal Evaluations

Start Time: _____
End Time: _____

Student Teacher _____ Date _____

Cooperating Teacher _____ University Supervisor _____ Grade/Subject _____

I. PRESENTATION OF SUBJECT MATTER/INSTRUCTIONAL STRATEGIES

Teaches for cognitive, affective, and/or psychomotor learning and transfer

1. Begins with appropriate introduction
2. Presents information in appropriate sequence
3. Relates content to prior/future learning
4. Defines/describes concepts
5. Uses extension/elaboration generalization
6. Closes instruction in appropriate way
7. Makes no significant factual errors

Presents information accurately and clearly

1. Explains clearly
2. Uses correct grammar
3. Uses accurate language
4. Demonstrates writing/spelling skills

Provides opportunities for students to participate actively

1. Varies activities appropriately
2. Interacts with students
3. Solicits broad participation
4. Extends student responses
5. Provides sufficient student response time
6. Implements at appropriate level

Evaluates and Provides feedback on student progress

1. Communicates expectation
2. Monitors student performance
3. Reinforces correct responses appropriately
4. Provides corrective feedback
5. Reteaches where appropriate

II. CLASSROOM MANAGEMENT

Organizes materials and students

1. Secures attention
2. Uses appropriate procedures
3. Gives clear instructions
4. Maintains appropriate seating/grouping
5. Has materials & facilities ready

Maximizes amount of time available for instruction

1. Begins promptly & avoids wasted time at end of session
2. Implements an appropriate sequence of activities
3. Maintains appropriate pacing
4. Maintains instructional focus

Manages student behavior

1. Specifies behavioral expectations if needed
2. Maintains on-task behavior/redirects off-task behavior
3. Stops disruptive or inappropriate behavior
4. Applies rules fairly and consistently
5. Reinforces behavior appropriately

III. LEARNING ENVIRONMENT

Uses strategies to motivate students for learning

1. Relates content to student interest and experiences
2. Emphasizes value of activity/content
3. Reinforces efforts appropriately
4. Challenges students to meet expectations

Maintains supportive environment

1. Avoids sarcasm/negative criticism
2. Establishes and maintains a climate of courtesy

Start Time: _____
End Time: _____

Conference Notes:

Classroom Performance Notes:

Specific Strategies Recommended to Address Strengths and Weaknesses:

Needed Support from UTA Supervisor:

Cooperating Teacher's signature

Date

UTA Supervisor signature

Date

UTA Student's signature

Date

Request for Conference Form

Student Teacher _____

Cooperating Teacher and School _____

University Supervisor _____

Date of Request _____

Conference Period Time _____

Location _____

I am requesting a conference with the UTA Supervisor regarding the Student Teacher named above for the following reasons:

_____ Attendance	_____ Punctuality
_____ Appearance	_____ Professionalism and commitment
_____ Professional demeanor	_____ Responsibilities assigned to the Student Teacher
_____ Interpersonal communication	_____
_____ Other: Please Specify:	_____

Comments (optional) _____

Contact information:

Phone number _____

Fax number _____

Other number _____

Email address _____

Dates to Remember for Spring 2012

Student Teacher Seminar Dates	January 18
	February 8
	February 22
	March 7
	April 11
	April 25

*All Student Teaching Seminars begin at 2:00 p.m.

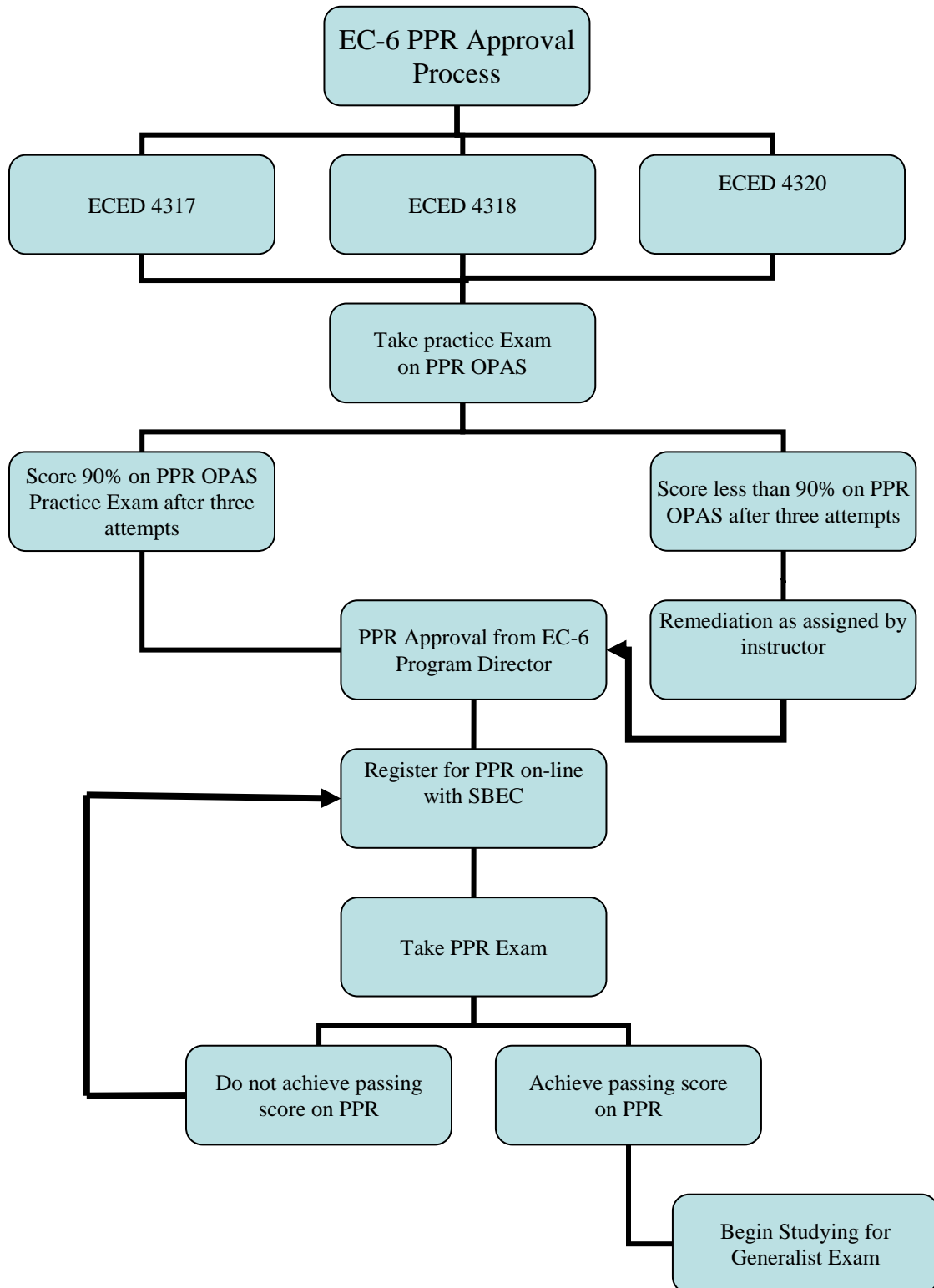
Spring 2012 student teacher dates:

Start—January 3

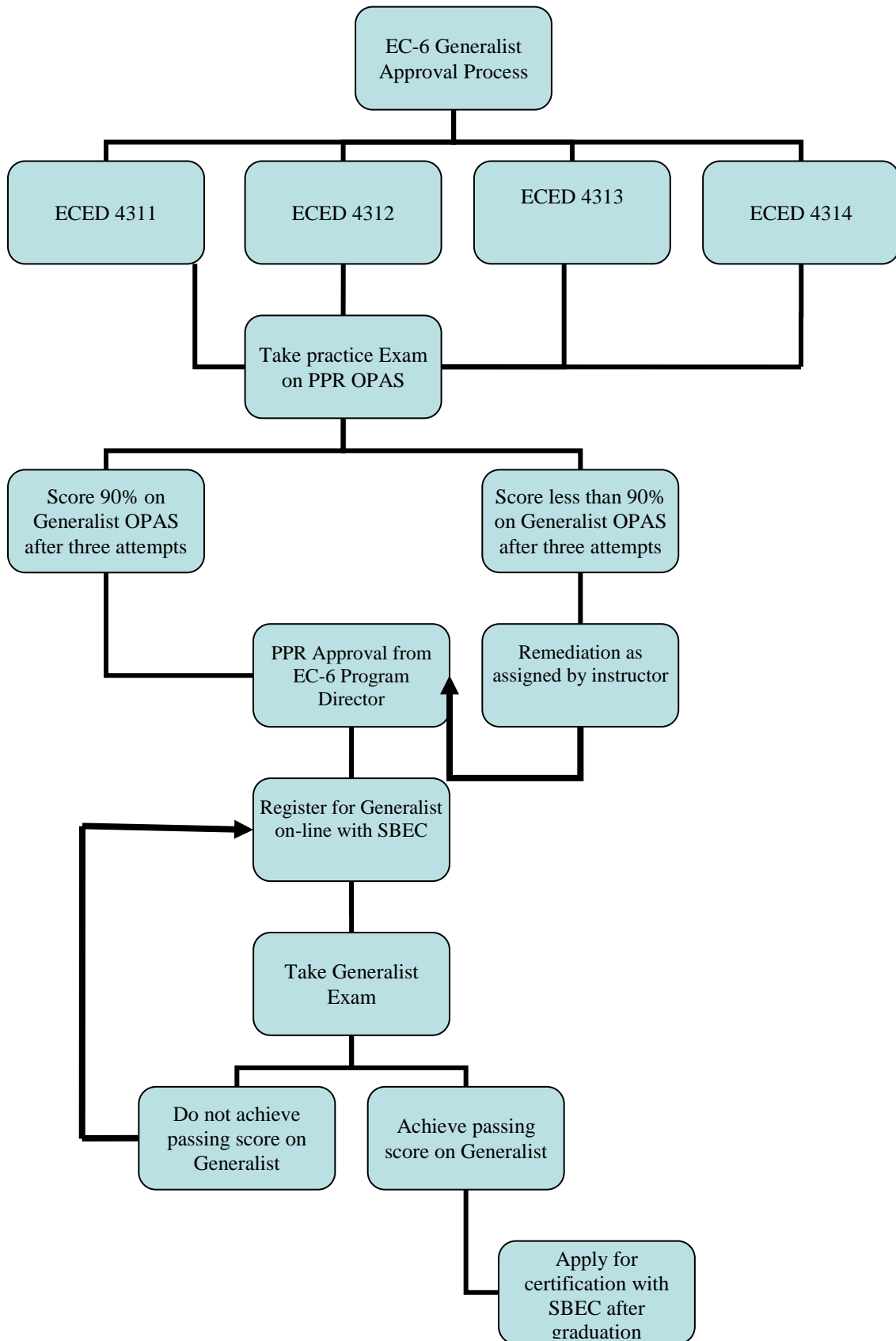
Switch—March 19

End—May 11

TEXES EC-6 PPR Approval Process for EC-6 Undergraduates



TEXES EC-6 Generalist Approval Process for EC-6 Undergraduates



Week	Teaching Responsibilities (These are cumulative)	Assignment Due (All assignments due before Friday midnight)
PLACEMENT 1		
Week 1 – (Jan. 2 – 6)	<ul style="list-style-type: none"> • Assist Cooperating Teacher • Observe classroom routines 	<ul style="list-style-type: none"> • Student Teacher Statement of Intent • Teaching Schedule Form - Placement 1 • Cooperating Teacher Credo – Placement 1 • Week 1 Report and Reflection
Week 2 – (Jan. 9 -13)	<ul style="list-style-type: none"> • Help with transitions 	<ul style="list-style-type: none"> • Week 2 Report and Reflection
Week 3 – (Jan.16 -20)	<ul style="list-style-type: none"> • Begin teaching 25% of day 	<ul style="list-style-type: none"> • Week 3 Report and Reflection • Formal Lesson Plan and Reflection
Week 4 – (Jan. 23 – 27)	<ul style="list-style-type: none"> • Begin teaching 50% of day 	<ul style="list-style-type: none"> • Week 4 Report and Reflection • Formal Lesson Plan and Reflection • Data Project – Step 1 Due
Week 5 – (Jan. 30 - Feb. 3)	<ul style="list-style-type: none"> • Begin teaching 75% of day 	<ul style="list-style-type: none"> • Week 5 Report and Reflection • Formal Lesson Plan and Reflection • Data Project – Step 2 Due
Week 6 – (Feb. 6 – 10)	<ul style="list-style-type: none"> • Begin teaching 100% of day 	<ul style="list-style-type: none"> • Week 6 Report and Reflection • Formal Lesson Plan and Reflection
Week 7 – (Feb. 13 – 17)	<ul style="list-style-type: none"> • Continue teaching 100% of day 	<ul style="list-style-type: none"> • Week 7 Report and Reflection • Formal Lesson Plan and Reflection • Data Project – Step 3 Due
Week 8 – (Feb. 20 – 24)	<ul style="list-style-type: none"> • Give back teaching to 75% of day 	<ul style="list-style-type: none"> • Week 8 Report and Reflection • Formal Lesson Plan and Reflection
Week 9 – (Feb. 27 – Mar.2)	<ul style="list-style-type: none"> • Give back teaching to 50% of day 	<ul style="list-style-type: none"> • Week 9 Report and Reflection • Formal Lesson Plan and Reflection • Data Project – Step 4 Due
Week 10 –(Mar. 5 – 9)	<ul style="list-style-type: none"> • Give back teaching to 25% of day 	<ul style="list-style-type: none"> • Week 10 Report and Reflection • Formal Lesson Plan and Reflection • Mid-Semester Benchmark • Data Project – Step 5 Due
PLACEMENT 2		
Week 11 – (Mar. 19 -23)	<ul style="list-style-type: none"> • Assist Cooperating Teacher • Observe classroom routines 	<ul style="list-style-type: none"> • Week 11 Report and Reflection Teaching Schedule Form - Placement 2 • Cooperating Teacher Credo – Placement 2
Week 12 – (Mar. 26 – 30)	<ul style="list-style-type: none"> • Help with transitions 	<ul style="list-style-type: none"> • Week 12 Report and Reflection • Data Project Step 6 Due
Week 13 – (Apr. 2 – 6)	<ul style="list-style-type: none"> • Begin teaching 25% of day 	<ul style="list-style-type: none"> • Week 13 Report and Reflection • Formal Lesson Plan and Reflection
Week 14 – (Apr. 9 – 13)	<ul style="list-style-type: none"> • Begin teaching 50% of day 	<ul style="list-style-type: none"> • Week 14 Report and Reflection • Formal Lesson Plan and Reflection
Week 15 – (Apr. 16 – 20)	<ul style="list-style-type: none"> • Begin teaching 100% of day 	<ul style="list-style-type: none"> • Week 15 Report and Reflection • Formal Lesson Plan and Reflection
Week 16 – (Apr. 23 – 27)	<ul style="list-style-type: none"> • Continue teaching 100% of day 	<ul style="list-style-type: none"> • Week 16 Report and Reflection • Formal Lesson Plan and Reflection
Week 17 (Apr. 30 – May 4)	<ul style="list-style-type: none"> • Give back teaching to 50% of day 	<ul style="list-style-type: none"> • Week 17 Report and Reflection • Formal Lesson Plan and Reflection • Data Project Step 7
Week 18 (May 7 – 11)	<ul style="list-style-type: none"> • Give back teaching to 25% of day 	<ul style="list-style-type: none"> • Week 18 Report and Reflection • Formal Lesson Plan and Reflection • Required Activities for Student Teachers Checklist • End-of-Semester Benchmark