



The University of Texas at Arlington Middle Level Program

Cooperating Teacher Handbook

Field-Based Experience – Fall, 2011 – M-TH, All Day
Student Teaching – Spring, 2012, M-F, All Day

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The Cooperating Teacher

Thank you for serving as a cooperating teacher for this year. We are excited about your willingness to teach our interns/Candidate/Student Teachers many aspects within the teaching profession. This field handbook has been designed to offer you important information regarding requirements of the intern.

A Cooperating Teacher is a classroom teacher who volunteers to work with a candidate from the UT Arlington College of Education & Health Professions (COEHP). The Cooperating teacher serves as a model for teacher preparation and assists the Intern/Candidate/Student Teacher 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

The Cooperating Teacher will:

Prepare the classroom students to receive a professional co-worker.

Orient the candidate 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; and
- the special features and challenges of education in the school and locale.

Provide a gradual induction to teaching responsibilities by modeling appropriate planning, teaching and assessment strategies.

Help the candidate/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 candidate/student teacher in order to enrich the curriculum;
- encouraging alternative teaching approaches and management strategies; and
- meeting each week with the candidate/student teacher to reflect, complete, and submit the Field Reflections (which are due once per month).

Guide the candidate/student teacher as she/he plans, implements and assesses by modeling and discussing preparation and instruction. Promote daily interactive discussions concerning the strengths and weaknesses of the candidate/student teacher's effectiveness in the teaching-learning situation

Help the candidate/student teacher implement recommendations received during daily evaluation sessions

Confer with the field supervisor on a continuing basis. This individual is assigned to the candidate by the university and will contact you in August. Performance problems should be identified and discussed with the field supervisor as early as possible. The field supervisor retains the ultimate responsibility for the candidate/student teacher's final grade.

Complete formal evaluations and benchmarks and discuss them with the student teacher.

Arrange time for the student teacher to confer with the field supervisor following a visit.

Free the Candidate/Student Teacher to attend all required seminars that are part of the preparation program.

Guide the Candidate/Student Teacher in making the transition from being a student to being a teacher and professional.

Preparation for the UTA candidate/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 candidate/student teacher.
- Allow your students to participate in planning a "proper" welcome for the candidate/student teacher (bulletin boards, posters, biographical letters from students, etc.)
- Make arrangements with school personnel for the arrival of the candidate/student teacher. Is there a place to sign in the office? Is a parking sticker necessary? Is a name badge required?
- Provide the candidate/student teacher with a place/area to call "home" and access to materials, etc.
- Obtain current address, phone number and email information from candidate/student teacher. Provide same information to candidate/student teacher.

Information to provide the candidate/student teacher:

- Provide the candidate/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 candidate/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, etc.). Tell the candidate/student teacher how to obtain teacher resources.
- Provide the candidate/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 candidate/student teacher's. The Field Reflection provides a format for such reflection. It should be discussed with the candidate/student teacher during a conference. These reflections are due once per month.

Cooperating Teacher Credo

I understand that the 4-8 mid-level 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 Candidate/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 Candidate/Student Teacher, to be an innovator, willing to implement innovative teaching practices, and to allow the Candidate/Student Teachers 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 K-12 learners and Candidate/Student Teachers.
7. I recognize the need for sharing teaching and management responsibilities with the Candidate/Student Teachers 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 Candidate/Student Teachers professional growth, and to provide leadership in professional behavior and instruction.
10. I recognize the need to conference and plan with Candidate/Student Teachers and other teachers, to evaluate, assess, provide oral and written feedback, and documentation of Candidate/Student Teacher professional growth, to complete evaluative paperwork timely, and to provide Candidate/Student Teachers with quality instructional time and facilitate its success.

Signature:

Date:

Field Experience and Student Teaching Requirements

Undergraduate mid-level candidates complete a year-long field experience. **The first semester, called Field Experience, consists of four full days in the field each week over the course of the university semester (Monday through Thursday, thirty minutes before and after the bell schedule).** Mid-level candidates complete approximately seven weeks in one of their two content areas and then another seven weeks in the other of their two content areas. For example, a Math/Science candidate might complete one half of the semester in a fifth grade Math placement and the other half in an eighth grade Science placement. Candidates remain in one district for both placements, but do switch schools in order to gain experience in more than one content area and grade level. Generalist candidates also receive two placements. These placements may be in self-contained, generalist settings *or* in two of the four content areas.

Fall 2011 Placement Dates:

1) August 29-October 13, 2011	2) October 17-December 7, 2011
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The second (spring) semester, called student teaching, will begin with the school district calendar (e.g., the 2nd, 3rd, or 4th, ending the middle of May with UTA graduation). Candidates will continue in the same two placements, spending approximately nine-ten weeks at each site and **teaching a minimum of two weeks full-time at each placement.**

Student Teachers keep the same hours as their cooperating teacher(s). Student Teachers are expected to participate in all activities that their cooperating teacher is involved in at the partner school. Activities may include: professional development/meetings on student holidays, PTA meetings, open house, UIL, faculty meetings, ARD meetings, parent conferences, and community or service experiences.

Spring 2012 Placement Dates:

1) January 2, 3, or 4 (ISD)-March 2	2) March 5-May 10
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Placement with AUSNER School District Partner

The ML Program currently partners with Arlington, Dallas, HEB, and Mansfield school districts as part of the Area University School Network for Educational Renewal (AUSNER). University faculty, district HR, and district principal representatives, meet once per semester as a collaborative group. HR representatives meet with the ML Program Director on a regular basis to ensure collaborative efforts, as well as field placements, are working to the benefit of all. Cooperating teachers (CTs) are selected via application. Principals make the final selection of CTs, based on teacher and leadership attributes, school and student needs, as well as university criteria. CTs must review and understand the requirements with the first few pages of the CT Handbook and sign the Credo on page 5. Candidates apply to the field, providing a resume and developing teaching philosophy. The Field Office assigns candidates to a district based on residence. Once the district assignment is made, HR and principal reps make the placement to a CT in consultation with university faculty and the candidate applications. Candidates spend both year one and two in the same district and schools. The first year of field placement allows for changes to be made to ensure that candidates, schools, and cooperating teachers have found the best fit to allow optimal development of our future teachers.

GUIDELINES PROVIDED TO THE UTA CANDIDATE

Guidelines for A Successful Field/Student Teaching Experience

You will be assigned two Cooperating teachers in approved public school classrooms. You will be observing and participating in these classrooms during the entire year. The full year experience is an important part of the pre-service preparation of becoming a teacher. **In general, teaching assignment runs with the public school calendar, not the UT Arlington calendar.**

Please follow these directions and suggestions during your Field Experience/Student teaching:

1. Be sure you know when and where you are to report to the campus. If you have questions, ask your Field Supervisor: kruebel@uta.edu, dianeg@uta.edu, or densonjnh@gmail.com.
2. When you report to the school, introduce yourself to the office staff. Let them know who you are, the nature of your assignment, and the Cooperating Teacher teacher(s) you have been placed with. Wear your school district ID badge.
3. Be on time, and if you must be absent, call the school, your Cooperating Teacher and the Field Supervisor. Notify them as far in advance as possible. Remember, you are to arrive at school no later than 30 minutes prior to the bell and may not depart until 30 minutes after the final bell.
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 school district assigned name tag 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 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, 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 Field Supervisor only. Handle concerns professionally by going directly to those people who have the authority to make adjustments.

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 UNLESS STATED BY YOUR ASSIGNED SCHOOL DISTRICT ON SPIRIT DAYS.**

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

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

Both Men and Women

- Avoid flip-flops and know that some districts do not allow open-toed 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 piercing must be removed when you are at school**

Social Networking

Facebook, Twitter, My Space, and Blog accounts should always have appropriate, conservative privacy settings in place to avoid access to students. Privacy settings should be adjusted to protect students/parents from viewing any status updates, posts, published pictures, profile pictures, or other content which may be considered offensive by the viewer.

It is not appropriate to accept students, regardless of whether they are your students, as “friends” or “followers” on these accounts as doing so gives them access to all content and information on employee’s “page.”

Posting status updates or even “liking” a post during the school/work day is not wise, and therefore, prohibited.

Identifying yourself as an employee or student teacher of an ISD on a My Space, Facebook, Twitter, or Blog account may be considered misrepresenting the District if offensive or inappropriate material is visible.

Remember that material deemed inappropriate, unprofessional, or offensive by others may include derogatory language or disparaging comments about the District, campuses, colleagues, supervisors/administrators, or students. Posting status updates, tweets, or blog entries about District students or staff members is not appropriate. Content/pictures which have been posted on your “page” or wall” by “friends” may also be considered unprofessional or offensive to others. You are responsible for all content on your “page” or “wall” when you allow District employees or students to have access to your page.

Texting

Text messaging students or replying to text messages from students for reasons not directly related to your job is unwise and may violate the Code of Ethics. Texas law now states that only those employees responsible for extra-curricular activities, who may have information regarding practice, rehearsal, or performance times, may text students.

Think about the appearance of an employee participating in casual text messaging back and forth with a student. This crosses the professional line of appropriate teacher-to-student relationship.

Responding to a text message from a student during the school day is unwise and may create the appearance of an inappropriate teacher-to-student relationship. Students are not supposed to use their cell phones during school; it is not appropriate for teachers to text message students during the school/work day for any reason. IT ISN'T WORTH THE RISK OF SOMEONE BRINGING ALLEGATIONS AGAINST YOU!!!

Transporting Students

As a student teacher, you may not transport students in any fashion. Driving a student in your personal vehicle, regardless of Driving Licenses Endorsements and/or your driving record clearance with the District, makes you personally liable for injury to the student or others which would occur as a result of an accident in that vehicle.

Reporting Suspected Child Abuse or Neglect

Educators have a legal obligation to report suspicion of child abuse or neglect to proper authorities within 48 hours (Child Protective Services, Local Police Department). THIS IS NOT OPTIONAL! Failure to do so may result in disciplinary action including, but not limited to, suspension, revocation, or cancellation of teacher certification from SBEC (Board Policy FFG EXHIBIT). Department of Family Protective Services: <http://www.dfps.state.tx.us/>. Visit with your CT and/or school counselor or secretary first, but please note that you must be the one to make the report.

Two Ways to Report Abuse

- 1) 800-252-5400 - Call our Abuse Hotline toll-free 24 hours a day, 7 days a week, nationwide.
- 2) www.txabusehotline.org - Make your report through our secure web site and you will receive a response within 24 hours. We cannot accept e-mail reports of suspected abuse or neglect.

Teaching When Your Cooperating Teacher is Absent from School

During the student teaching experience, there may be an occasion when your cooperating teacher is absent from school. Sometimes, when this absence occurs, the student teacher is called on to teach. While there may not be a problem with your teaching in the cooperating teacher's absence, there is a condition that must be met. State mandate requires the presence of a certified teacher or system-authorized substitute. With one of those individuals in the room, and depending on your level of confidence, you may accept responsibility for instruction. If you are called on under these conditions to teach during your first two weeks of student teaching, your cooperating teacher or principal should call your university field supervisor. This conversation is most important. Granting approval under

these circumstances is a possibility but would be most unusual. **Note: You are not expected to substitute for other teachers in the school.**

When Problems Develop

Student teaching is developmental. Because of this element, challenges will sometimes present themselves in the form of problems. If a problem does surface, how is the student teacher informed? There is a good possibility that self-recognition is sufficient. However, if that doesn't occur, the cooperating teacher is often the first line of communication to share that information. The university field supervisor is also a participant. Often, the communication is in a conference setting. The conference is a time in which written documentation supports the oral exchange of ideas on the area(s) of need. When the problem is persistent over time, or when a significant problem is evident, written documentation is an important feature (i.e., an Action Plan).

An Action Plan is developed when difficulties have persisted with little consistent demonstration of improvement or when a major issue arises. The Action Plan is developed to clarify concerns, the significance of the concerns and a timetable for monitoring anticipated progress. If appropriate progress is realized, the Action Plan does not limit student teacher's participation; however, the absence of anticipated progress may lead to the development of probationary status or dismissal from field experience or student teaching. Probationary status results when difficulties for the student teacher have persisted over an extended period of time, or with the occurrence of a major unacceptable event. A probationary meeting occurs to clarify concerns, the significance of the concerns and a timetable for monitoring anticipated progress. Establishing probationary status is a significant step. Appropriately acting on the information provided is a primary consideration in the student teacher's eligibility for continuation.

Failure to complete field experience or student teaching may occur when suggestions from the Action Plan have not been appropriately incorporated. Additionally, failure may be the result of a single, significant unacceptable incident. This type of situation may develop without a prior history or Action Plan.



College of Education
and Health Professions



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:

Mentor Last Name	First Name
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School	District
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PROGRAM: (Please indicate program and area if applicable)

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

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

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

- Uses appropriate and professional language
- Shows respect and consideration of others
- Supports learning environment

Uses research-based concepts

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

Participates in on-going collaboration with peer and professionals

- Demonstrates kindness, fairness, patience, dignity and respect
- Works effectively with others
- Accepts assistance from others
- Assists others
- Receives feedback and makes adjustment

Exhibits stewardship of diversity

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

Advocates use of technology

- Uses existing technologies in work
- Tries emerging technologies

Field experience

Life-long learning

- Demonstrates learning improvement
- Shows interest in the learning process

DOCUMENTATION :

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

DISCUSSION:

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

PLAN OF ACTION

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

Next conference: _____

Director of Office of Professional Development and Field Experience *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

Policy Statements for Mid Level 4-8 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 Teachers and the University Field Supervisor **prior** to any absence. During the Year One Field Experiences, absences must be made up on a later date at the convenience of the Cooperating Teacher. **During Fall of the Year Two Field Experiences, candidates are allowed two absences.** All other absences must be made up at the end of the semester, prior to break. **During the Student teaching, candidates are allowed 5½ days for illness, personal leave, or interviewing (e.g., five and a half full days are allowed).** This **does not include** the UTA Career Fair, but **DOES include** all other absences due to career fairs or interviews. Candidates taking personal leave or interviewing should have absences approved by their cooperating teacher and their University Field supervisor **before** being absent. Absences for whatever reason beyond the 5 ½ days allowed must be made up at the end of May, during summer school, or delay the candidate's graduation.

Field Reflection: Candidates are required to complete monthly field reflections during the fall and spring semesters. Candidates will submit this reflection to their Field Supervisor at the monthly seminar (**bring copy to seminar and submit electronic copy to FS as well**).

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 or student teaching. If you are expecting a baby during your field experience or student teaching, please share this with your UT Arlington Field Supervisor as early as possible. 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. Maternity/paternity leave is not granted. Should your pregnancy or delivery prohibit your completion of the required time in Field experience/Student Teaching, UT Arlington faculty will develop a continuation plan for you. Graduation and certification can only occur when all experiences have been completed.

Field experience (Undergraduate)

Specific Field experience courses are identified by the state as field-based courses and require 50% lecture (2 hours per course weekly) and 50% field work (2 hours per course weekly). You will be enrolled in four field-based courses during the fall (content methods). If you cannot continue either the coursework or the field work due to your pregnancy, you will be required to drop the courses and enroll another semester (depending on the specific program sequence of courses).

Student teaching (Undergraduate)

Successful completion of the Student teaching requires you to complete the public school academic year working with children and Cooperating Teacher in public school classrooms. Student teaching is a university course and course requirements must be met for your successful completion of the program and to be recommended for certification.

Termination of student teaching: A candidate may be removed from his/her Field Experience or Student Teaching at any time upon the request of the building Principal or the Cooperating Teacher. If this happens, the Office of Field Experience will attempt to identify a second placement in which the candidate can finish all requirements 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 EDML 4677 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 4-8 Mid Level Program.

Middle Level Program Field Experience Reflections – Fall

The purpose of the reflection report is to develop a picture of the knowledge, skills and dispositions you gain during fall semester. You and your cooperating teacher should carefully review this progress and become familiar with expectations. Any aspects of this process that are unclear should be addressed by your university supervisor.

In a Word document, describe your experience and thoughtfully evaluate how these experiences are shaping your future professional stance as an exemplary teacher. Your mentor teacher will comment on your progress, strengths and areas he/she would like you to work on during your placement. The form is due to your Field Supervisor on the day of each seminar. Bring a hard copy and email your FS a copy PRIOR to seminar. Each reflection addresses a different focus and while we designated a date, we expect that you will think and reflect about all areas throughout your placement.

You will be evaluated on the depth of which you assess your experience and apply this to your personal stance as a future teacher. This reflection is about what you internalize and how you come to grips with the realities of teacher and your commitment to learn from this experience.

** Use a word document for the reflections with the heading below. Single space and identify sub-topic sections in bold.*

You will blog each of your Field Reflections on Blackboard. There will be a blackboard site for EDML 4676 and 4677. For each report, you will create a blog and post to Blackboard. Your FS will provide you with further details regarding your blogging group. During the week after each reflection is due, you will be required to thoughtfully respond to at least one other candidate in your group.

Middle Level Program Field Experience Reflection

Candidate			
Cooperating Teacher & School			
Report # & Topic		Date	

Report One – Non-Teaching responsibilities & Curriculum:

- Describe your non-teaching responsibilities and that of your cooperating teacher. How much time out of day is spent in planning, supervision and other non-teaching tasks? Discuss with your mentor teacher the time he/she spends weekly in non-teaching duties. Reflect on this knowledge in terms of the demands of a teacher.

- Review with your mentor the scope and sequence of the curriculum. How are the units of study determined? What resources are available to teachers to plan and deliver a set curriculum? How are teachers held accountable for student learning of the curriculum? Describe and reflect on the curriculum.

Report Two - Professional Responsibilities & Classroom Management:

- Describe the professional responsibilities required of teachers: Attendance, punctuality, prepared, dress and grooming, professional language, and ethics. Review the school and district handbook. How are these professional responsibilities manifested within the school and the community? Discuss with your mentor teacher the standards within the school and community that teachers are held up to and how that differs from other professions.

- Keep a log on how your teacher creates a positive classroom environment, mutual respect and a caring atmosphere. What classroom routines and expectations are in place? In what ways are students reinforced? How are student differences handled? When correction of behavior is necessary, what does your cooperating teacher do? Is it effective? What other methods can you think of that would be effective? What would YOU do?

Report Three

Assessment and Evaluation:

- Describe and reflect on the many forms of assessment of student learning that occur in schools, from on-the-spot assessments teachers make to the TAKS Testing. Spend time on the TEA website (<http://www.tea.state.tx.us/>) and describe the resources available and what you learned. Analyze the TEKS standards in relationship to the TAKS test. Discuss the testing with your cooperating teacher and his/her opinion of the testing process. If possible, talk with the principal about the testing results and how that information is incorporated in the school.

Instructional Planning and Instructional Delivery:

- By now you have planned and delivered your lesson. Describe how you planned your lesson and the instructional activities/strategies you selected. Describe the varied strategies you employed to engage diverse learners. Describe the strategies that you utilized to link previous knowledge to new learning. Did you utilize technology? How effective was it to help student learn?
- Reflect on your lesson. Did you have students actively engaged? What questioning techniques did you use to stimulate thinking and discussion? What did you learn about student response and wait time? Did you need to adjust your lesson plan? What excites you the most about teaching and what did you struggle with that you want to improve?

Middle Level Program Student Teaching Reflections - Spring

During your student teaching semester you will develop your identity as a teacher as you take on increasing responsibilities as a full-time teacher. This is your opportunity to learn the complex interactions that shape learning to teach. The reflections serve a specific purpose to engage you in the practice of becoming a reflective teacher. Research has clearly demonstrated that the most effective teachers are reflective. These highly effective teachers constantly analyze their actions to student learning and they change and adjust frequently – throughout their teaching career. This is an important activity in shaping your professional attributes; it is not just an assignment. Please take time to thoroughly think through your experiences and capture this self-reflection through-out your placement. You’ll find a journal or computer log will be a great asset.

Reflections are due via email attachment to your FS prior to each seminar. Please also bring a hard copy with you. Copy the heading and the designated topic onto a Word document.

You will blog each of your Field Reflections on Blackboard. There will be a blackboard site for EDML 4676 and 4677. For each report, you will create a blog and post to Blackboard. Your FS will provide you with further details regarding your blogging group. During the week after each reflection is due, you will be required to thoughtfully respond to at least one other candidate in your group.

Middle Level Program Student Teaching Reflections - Spring

Candidate			
CT/ School			
Report # & Topic		Date	

Report One - Re-Entry into full time teaching:

- What is different for you in student teaching from your internship? What are you liking and what is frustrating for you?
- How are you building a relationship with the students? What is positive for you and what frustrates you? Describe the adolescent behaviors that you’re aware of and how this knowledge and observation affects your approach to student management and teaching.

Report Two - Collaboration:

- Describe the ways that you collaborate with your mentor teacher. How does your mentor help you take the role of teacher?
- Describe your participation as a professional as a member of the grade level team and the school. What is satisfying or leads to frustration? Describe your ideal situation for a team and school.

Report Three - Instructional Planning, Delivery and Management:

- What was your process of planning lessons and (hopefully) your unit? How did you align student outcomes with the curriculum and the TEKS standards?
- Describe methods you used to engage the students in the learning. Did it work? What are your expectations for student learning and behavior? What are your

evidences that the students know and respect these expectations? If they don't, what do you do to engage them?

- How do you effectively manage transitions, time and materials?

Report Four - Instructional Planning, Delivery and Management:

- Student teaching is your opportunity to develop varied teaching strategies based on the needs of all students. What are the different strategies you've employed? Which has been most effective and why.
- Describe the activities that reflect individual students' cultural backgrounds and interests.
- Hopefully you have been able to use technology to enhance teaching and learning, describe what you did and your evaluation of the student learning experience.
- How do you know students have learned what you intended? What do you do for students that do not meet your expectations for learning?

Report Five - Cumulative Reflection: Capture the highlights of your student teaching experience. What have you learned about yourself as a future teacher? If someone were to describe you as a teacher next year, what would they say are your strengths, your passions and where you excel? As a professional, how will that person describe you as a member of the school faculty and the community?

**ML Lesson Planning Template:
Identify desired results; Determine acceptable evidence; and Plan learning activities**

Candidate Name:	Content/Grade:
Lesson Topic:	CT:

Stage 1 – Desired Results

Goals/Learning Outcomes:

Reference TEKS after goal statement.

Essential Questions:

List of questions to foster inquiry, understanding, and transfer of learning.

Students will know ... Students will be able to ... Students will understand that ...

- What key knowledge and skills will students acquire as a result of this lesson?
- What should they eventually be able to do as a result of such knowledge and skill?
- What are the big ideas?
- What specific understandings about them are desired?
- What misunderstandings are predictable?

Stage 2 – Assessment Evidence

Performance Tasks:

- Through what authentic performance tasks will students demonstrate the desired understandings?
- By what criteria will performances of understanding be judged?
- Through what other evidence (e.g., quizzes, tests, academic prompts, observations, homework, journals) will students demonstrate achievement of the desired results?
- How will students reflect upon and self-assess their learning?

*All materials, task/lab descriptions, student work/problems, assessments, rubrics, etc., must be attached.

Stage 3 – Learning Plan/Procedures

What learning experiences and instruction will enable students to achieve the desired results? Provide a brief description of the learning plan/procedures. Clearly identify key points in which you plan to/realize that you may need to incorporate *Teach Like a Champion* techniques as you describe the lesson.

Description:

TLAC Techniques:

Extensions: How might you extend this lesson for students of more advanced abilities?

Modifications: What modifications will you make for students with special needs?

Curriculum Unit

Curriculum Units are to be prepared during three separate semesters (see below). The units should be maintained in electronic format, shared with course instructors, Field Supervisors, Cooperating Teachers, and are part of the program portfolio. The basic components follow.

1. Description of Learners:

In narrative form, offer information that describes the students in your classroom:

- Typical day-to-day behavior of the learners as a group;
- Significant individual behavior problems;
- Your group's overall academic achievement level (identify source of information); and
- Exceptional learners at higher and lower levels of achievement.

2. Objectives/Essential Questions:

This section contains only objectives/essential questions for the unit. List in the order that they will be taught (beginning with the first) and include standards met (i.e., TEKS).

3. Daily Lesson Plans:

Lesson plan development is described on the preceding page. Those descriptors apply for lesson plans in the unit. Copies of materials (or, complete reference information) that will be used with a lesson should immediately follow the lesson plan. Examples may include, but would not be confined to the following: handouts, tests, previews/reviews of video, sketch of bulletin board, lesson discussion notes.

4. Assessment and Evaluation:

Several evaluation procedures are to be included in the unit:

- A pre-assessment is to be administered well in advance of beginning to teach the unit. Pre-assessment results are an important consideration in development of the unit;
- At least two formative evaluations of learner performance (i.e., assessment that occur during the unit);
- A summative evaluation (i.e., assessments that evaluate student comprehensive knowledge and performance of the unit objectives). For each evaluation procedure, identify objectives from the lesson plan(s) that are covered in the evaluation. This correlation will offer a clear reminder of the extent to which objectives have been evaluated; and
- A table listing each unit objective, standards met (i.e., TEKS), assessment(s) administered, student performance (e.g., mean, range, and other information with regard to student performance of objective)

Sample

Unit Objective	Standard(s) [TEKS]	Assessment(s)	Student Performance

5. Bibliography:

The APA style reference lists should include student as well as teacher materials.

Unit Assessment

The unit is evaluated in two ways. First, the written component is assessed. If the unit is developed as part of coursework only, then this is the final step. If the unit is to be taught, approval, by the Cooperating Teacher, is a prerequisite for beginning to teach the unit. Unit evaluation forms follow.

Unit Creation Timeline

- EDML 4350** – **TEN DAY** Interdisciplinary Team Unit created
- Year 2 Fall Semester** – **TEN DAY** Interdisciplinary Team Unit created as part of methods coursework (Grade = 30% in LIST 4378, 10% in EDML 4371 and 4372)

- **Spring Student Teaching Semester** – Two curriculum units will be created – one per placement – **units must be at least 5 days in length** – taught at the school site.

Summary Evaluation of Unit Preparation

Directions: This evaluation is intended to clarify the Cooperating Teacher’s summary of the candidate’s planning and preparation of the entire unit.

- A. Strengths of the unit.
- B. Suggestions/Requirements for inclusion or revision.

Electronic Signature of Mentor Date

Electronic Signature of Candidate Date

*Candidate’s signature indicates that evaluation has been shared in a conference setting. The candidate may choose to share additional information about the evaluation. If so, this information would be provided on a separate sheet of paper. The original should be given to the mentor, stapled to this page, and mailed or given directly to the university supervisor.

Curriculum Unit Evaluation Rubric

The curriculum unit must be created in electronic format and is part of the portfolio.

Develop a unit which includes

- Overall theme/topic
- Web search on the Internet as well as a library search to find resources and other information about the theme. Document evidence supporting both searches in the final product (i.e., information and resources found as well as APA citations and web addresses for sources). Be sure to include teacher as well as student resources (with an emphasis on literature, community ties, and so on).
- Plan a five to ten day (EDML 4350 & Methods Units=10 days; Student Teaching Units=5 days minimum) unit, including:
 - a list of objectives/essential questions for students
 - lesson plans documenting activities, questions for discussion, stimulating anticipatory and culminating events, supplementary materials, etc. Construct lesson plans in UbD format EXCEPT when being formally observed. On those occasions, use the lesson plan format provided in the handbook.

COMPONENT	UNACCEPTABLE–0 pts	ACCEPTABLE–3 pts	TARGET–5 pts
Length	Lesson plans made for less than four days of instruction (nine for graduate students)	Lesson plans made for four days of instruction (nine for graduate students)	Lesson plans made for five days of instruction (ten for graduate students)
COMPONENT	UNACCEPTABLE–0pts	ACCEPTABLE–4pts	TARGET – 5 pts
Unit/Lesson Objectives, Description of the Learners, & Calendar	Unit/Lesson objectives are lacking, not covering all levels of understanding (Bloom’s), and TEK standards are inaccurately referenced; a description of the classroom learners is insufficient	Unit/Lesson objectives are provided, adequately cover levels of understanding (Bloom’s), and TEK standards are accurately referenced in most instances; a	Unit/Lesson objectives are provided, cover all levels of understanding (Bloom’s), and TEK standards are accurately referenced; a complete description of the classroom learners is

		description of the classroom learners is provided	provided
COMPONENT	UNACCEPTABLE–0pts	ACCEPTABLE–1pts	TARGET – 2 pts
Mechanics, Spelling and Punctuation	Many errors; not clear, lengthy or wordy and not well-written	Errors are present, but still readable; somewhat clear, and well-written	Relatively no or little errors; reflective of college level writing; clear, articulate, concise
COMPONENT	UNACCEPTABLE–3 pts	ACCEPTABLE–8pts	TARGET – 10 pts
Content Knowledge	Candidate rarely demonstrates knowledge of a variety of teaching/learning strategies that respond to developmental characteristics of young adolescents (NMSA #1); candidate consistently designs inadequate lessons, failing to select materials that are challenging, integrative and student-centered (NMSA #3); candidate consistently fails to demonstrate a comprehensive depth and breadth of knowledge of relevant content and rarely makes connection among disciplines (NMSA #4); candidate consistently does not select instructional strategies that are challenging, sensitive, and developmentally responsive (NMSA #5)	Candidate demonstrates knowledge of teaching/learning strategies that often respond to developmental characteristics of young adolescents (NMSA #1); candidate consistently designs adequate lessons and often selects materials that are challenging, integrative and student-centered (NMSA #3); candidate demonstrates a depth and breadth of knowledge of relevant content and makes connection among disciplines (NMSA #4); candidate often selects instructional strategies that are challenging, sensitive, and developmentally responsive (NMSA #5)	Candidate demonstrates knowledge of a wide variety of teaching/learning strategies that respond to developmental characteristics of young adolescents (NMSA #1); candidate consistently designs exceptional lessons and selects materials that are challenging, integrative and student-centered (NMSA #3); candidate consistently demonstrates a comprehensive depth and breadth of knowledge of relevant content and makes connection among disciplines (NMSA #4); candidate consistently selects instructional strategies that are challenging, sensitive, and developmentally responsive (NMSA #5)

COMPONENT	UNACCEPTABLE-2pts	ACCEPTABLE-6 pts	TARGET – 8 pts
Professional and Pedagogical Knowledge, Skills and Dispositions	Candidate fails to demonstrate the ability to assess student achievement and is rarely able to articulate criteria for strategy selection (NMSA #3); candidate rarely demonstrates the ability to use content instruction and assessment strategies that are enriched by technology and literacy (NMSA #4); candidate rarely/never uses assessment to inform instruction (NMSA #5)	Candidate demonstrates the ability to assess student achievement and is able to articulate satisfactory criteria for strategy selection (NMSA #3); candidate demonstrates the ability to use content instruction and assessment strategies that are enriched by technology and literacy (NMSA #4); candidate uses assessment to inform instruction (NMSA #5)	Candidate demonstrates the ability to assess student achievement and is able to articulate clear and concise criteria for strategy selection (NMSA #3); candidate often demonstrates the ability to use content instruction and assessment strategies that are enriched by technology and literacy (NMSA #4); candidate consistently uses assessment to inform instruction (NMSA #5)
COMPONENT	UNACCEPTABLE-4pts	ACCEPTABLE-8pts	TARGET – 10 pts
Effect on Student Learning	Candidate does not seem to understand, utilize and/or articulate the middle level school curriculum; candidate does not always reference appropriate TEK standards (NMSA #3); candidate does not accurately incorporate content knowledge in a student-centered curriculum (NMSA #4); candidate understands TEKS objectives and active learning experiences for students, but may not accurately incorporate them into daily lessons; candidate fails to adequately describe performance expectations and assessment results for students, and does not include a complete description of how assessment will effect current and future teaching	Candidate understands, utilizes and articulates the middle level school curriculum; candidate references appropriate TEK standards in most instances (NMSA #3); candidate incorporates content knowledge in a student-centered curriculum (NMSA #4); candidate understands TEKS objectives and active learning experiences for students; candidate adequately describes performance expectations and assessment results for students, including a description of how assessment will effect current and future teaching	Candidate consistently understands, utilizes and articulates the middle level school curriculum; candidate always references appropriate TEK standards (NMSA #3); candidate consistently incorporates content knowledge in a student-centered curriculum (NMSA #4); candidate understands and articulates TEKS objectives and active learning experiences for students; candidate clearly describes performance expectations and assessment results for students, including a detailed description of how assessment will effect current and future teaching
TOTAL (40 points possible)	Unacceptable = below 30 pts	Acceptable = 30-37 pts	Target = 38-40 pts

INFORMAL EVALUATION FORM	
Complete ONE during Fall & ONE during Spring – PER PLACEMENT	
Candidate	
Cooperating Teacher	
School/Grade/Subject	
Date	

Candidate: Print and attach to lesson plan (or, email). Give to cooperating teacher at least 24 hours prior to lesson delivery.

Cooperating Teacher: Check the criteria present in the lesson (criteria provided are not meant to be all-inclusive); use space for comments, concerns and suggestions.

LEARNER CENTERED PREPARATION

	Objective is stated or implied; covers TEKS		Instructional activities aligned to objectives/essential questions
	Content/activities are at application level or higher where appropriate		Instructional activities aligned to student characteristics
	Technology is specific to instruction		Lesson transitions are effective
Comments:			

LEARNER CENTERED INSTRUCTION

	Varies activities, pacing and sequence in instruction		Monitors/adjusts consistently
	Uses interesting, engaging, relevant activities		Uses visual, graphic organizers
	Uses/builds academic vocabulary		Uses supplementary materials, artifacts
	Communicates effectively (in writing and orally)		Uses higher order questioning skills effectively
	Uses different formats for learning (small group, large group, one on one)		Uses effective wait time
	Feedback is timely and specific		Uses assessment directly tied to objectives and strategies, essential questions
Comments:			

MANAGEMENT OF STUDENT DISCIPLINE

	Technique are effectively implemented and consistent		Reinforces appropriate behaviors
	Techniques encourage self-discipline		Relates to students in an equitable, consistent manner
	Explains expectations for behaviors, restates if needed		Off task behavior stops with little redirection
	Uses effective nonverbal and verbal cues		
Comments:			
Cooperating Teacher Signature			
Candidate Signature			
Date of Conference			

Formal Observation FORM
 Cooperating Teacher: TWO in Fall & TWO in Spring (per placement)
 Field Supervisor: THREE per semester in Spring

Candidate	
Cooperating Teacher	
School/Subject/Grade	
Date	

Candidate: Complete and submit notes via email attachment to Field Supervisor and Cooperating Teacher at least 24 hours prior to formal observation.

Cooperating Teacher/Field Supervisor: Complete during or after formal observation and return to candidate via email attachment.

Cluster 1: Learner-Centered Knowledge and Instruction
COMPLETE PRIOR TO TEACHING THE LESSON

1.a Knowledge of subject content and effective pedagogy

Describe your preparation for this particular topic/concept.

Candidate:

Cooperating Teacher/Field Supervisor Response:

1.b Demonstrated relationships with students

General:

Candidate:

Cooperating Teacher/Field Supervisor Response:

Describe specific differentiated instruction strategies to accommodate learning needs:

Candidate:

Cooperating Teacher/Field Supervisor Response:

What learning strategies will be employed to engage and connect students?

Candidate:

Cooperating Teacher/Field Supervisor Response:

1c. Lesson Goals/Objectives

What are the instructional goals/objectives for this observation?

Candidate:

Cooperating Teacher/Field Supervisor Response:

1d: What resources will be used for the lesson (i.e. use of technology, printed materials, hands-on activities)

Candidate:

Cooperating Teacher/Field Supervisor Response:

1e: Describe what you will do to provide summary and tie-together of the lesson at the end. How will you know the students have learned what you intended?

Candidate:

Cooperating Teacher/Field Supervisor Response:

Cluster2: A Classroom Environment that Promotes Equity, Excellence, and Instruction:

COMPLETE AFTER TEACHING THE LESSON

2a: Creating an Environment of Respect and Rapport (Candidate Interaction with Students, Student Interaction)

Candidate:

Cooperating Teacher/Field Supervisor Response:

2b: Establishing a Culture for Learning (Importance of Content, Quality of Student Work, Expectations for Learning and Achievement)

Candidate:

Cooperating Teacher/Field Supervisor Response:

2c: Managing Classroom Procedures (Management of Instructional Groups, Management of Transitions, Management of Materials)

Candidate:

Cooperating Teacher/Field Supervisor Response:

2d: Managing Student Behavior (Expectations, Monitoring of Student Behavior, Response to Student Behavior)

Candidate:

Cooperating Teacher/Field Supervisor Response:

2e: Organizing Physical Space (Safety and Arrangement of Furniture, Accessibility to Learning and Use of Physical Resources)

Candidate:

Cooperating Teacher/Field Supervisor Response:

Cluster 3: Instruction and Communication/ Lesson Observation

COMPLETE AFTER TEACHING THE LESSON

3a: Communicating Clearly and Accurately (Directions and Procedures, Oral and Written Language)

Candidate:

Cooperating Teacher/Field Supervisor Response:

3b: Using Questioning and Discussion Techniques (Quality of Questions, Discussion Techniques, Student Participation)

Candidate:

Cooperating Teacher/Field Supervisor Response:

3c: Engaging Students in Learning (Activities and Assignments, Grouping of Students, Instructional Materials and Resources, Structure and Pacing)

Candidate:

Cooperating Teacher/Field Supervisor Response:

3d: Providing Feedback to Students (Quality: Accurate, Substantive, Constructive, and Specific; Timeliness)

Candidate:

Cooperating Teacher/Field Supervisor Response:

3e: Demonstrating Flexibility and Responsiveness (Lesson Adjustment, Response to Students, Persistence)

Candidate:

Cooperating Teacher/Field Supervisor Response:

UTA Field Supervisor /Cooperating Teacher		Candidate	
Date		Date	

CANDIDATE VIDEO RELEASE FORM

I hereby consent to the photographing/videoing of myself and the recording of my voice and the use of these photographs and/or recordings singularly or in conjunction with other photographs and/or recordings for clinical supervision purposes. I understand that the term "photograph" as used herein encompasses both still photographs and motion picture footage.

I hereby release the Middle Level Education Program within the College of Education and Health Professions at the University of Texas at Arlington and any of its associated or affiliated faculty or staff from all claims of every kind on account of such use.

I further agree to use photography/video only for purposes of clinical supervision and teacher development. I will not post or share video, audio, or pictures, under any circumstances, in any forum or context, except among myself, the field supervisor, cooperating teacher, and other middle level program faculty. I understand that candidate to candidate sharing of video, audio, or pictures may only occur in training or professional settings arranged by the middle level program.

Candidate Name (Print)	
Candidate Signature	
Date	

RESEARCH PARTICIPANT CONSENT FORM

Digital Video Analysis of Student Teaching Performances
Principal Investigators: Kim K. Ruebel & Diane Galloway
University of Texas at Arlington, College of Education & Health Professions
Department of Curriculum & Instruction, Middle Level Program

Purpose of Research: The UT Arlington Middle Level teacher education program has been presented with an opportunity to pilot the use of digital video analysis software during the 2011-2012 academic year. The Dartfish software is an easy to use observation and recording system where a lesson can be video recorded, stored online, and later viewed and analyzed by the student teacher and the field supervisor. Use of this cutting edge technology will supplement supervision and feedback to candidates, progressively moving student teachers through skill attainment and progress monitoring as they become highly evaluative of their own teaching over time.

Specific Procedures to be Used: In this pilot research project, video and tagging will document specific behaviors of Middle Level candidates. The student teachers will analyze and identify/tag the video teaching segments for specified behaviors such as questioning strategies, extending student responses to higher order thinking skills, positive reinforcement, re-directs, corrections, time spent on management, etc. Electronic recording capability will significantly enhance the student teachers' ability for self-analysis and identification. We propose that involving student teachers in the analysis of their own lessons will greatly contribute to their mastery and implementation of effective teaching strategies. A video library will be created to document and share changes in student teachers' professional growth and skill. The clinical supervision approach will be a specific focus on targeted, measurable techniques. Lemov (2010) utilizes a model in which a skill is presented, defined, and then a treatment is modeled and practice. We plan to mirror this model and candidates are currently working through the strategies during their methods coursework (Fall, 2010). During student teaching, video segments will be utilized as a supplement to traditional classroom observations by field supervisors. Candidates will view their own videos and tag portions of the lesson. Field supervisors will do the same. The next step will be a conference to discuss issues and themes, viewing segments together and determining a focus for continued work and improvement. Video clips may be used as models with future teacher candidates as well.

Duration of Participation: The pilot project will take place during the 2011-2012 academic year, from early September through mid-May.

Benefits to the Individual: We believe that the focus on skill attainment and progress monitoring will help to create more effective novice teachers, able to assess their own skills and improvement over time. Our hypothesis is that this group of student teacher candidates will complete the experience as stronger teachers when progress is measured over time and also as compared to their peers. Student teacher candidates will also be surveyed at the beginning and ending of their student teaching experience with regard to their own assessment of personal teaching ability as well as self-efficacy in general.

Risks to the Individual: No study is without risk. Those of this pilot project are minimal - no more than the participant would encounter in everyday life. Student teaching candidates already engage in reflection and are critically observed on a regular basis by multiple individuals during the course of the semester. This project adds a dimension of self-evaluation through video that merely adds to the process in terms of self-assessment and analysis.

Confidentiality: All data collected is confidential in the sense that no one other than the candidate, field supervisors, cooperating teacher, and other observers within the program will view the video segments. No one other than those individuals who may "normally" view the teaching of student teachers will be involved. Data will be stored within a software system available only to these individuals and not shared with anyone else or in any other context without the explicit consent of the participant. If participants give their explicit consent, videos may be later used in future training of student teacher candidates.

Voluntary Nature of Participation: I do not have to participate in this research project. If I agree to participate I can withdraw my participation at any time without penalty.

Human Subject Statement: If I have any questions about this research project, I can contact *Kim K. Ruebel, Ph.D., of the Department of Curriculum & Instruction*. The email address is kruebel@uta.edu.

RESEARCH PARTICIPANT CONSENT FORM

Digital Video Analysis of Student Teaching Performances
Principal Investigators: Kim K. Ruebel & Diane Galloway
University of Texas at Arlington, College of Education & Health Professions
Department of Curriculum & Instruction, Middle Level Program

I HAVE HAD THE OPPORTUNITY TO READ THIS **CONSENT FORM**, ASK QUESTIONS ABOUT THE RESEARCH PROJECT AND AM PREPARED TO PARTICIPATE IN THIS PROJECT.

Participant's Signature	Date
Participant's Name (Print)	
Researcher's Signature	Date

Important Dates

Fall, 2011

- Wednesday, August 24 – Practice Exam & Orientation, 8-4, SH 330
- Thursday, August 25 – First Day of Classes, UTA (**Friday, August 26, ML Methods Classes First Day: SCIE 8-10, MTH 10-12, & LIST 1-3**)
- Monday, August 29, First Day in the Field
- Fall Field Experience, M-TH, all day; Fall Coursework, F, 8-3
- Placement 1: August 29 – October 13
- Placement 2: October 17 – December 7
- Friday, September 16 – Seminar, 1-3
- Friday, October 14 – Seminar, 10-12
- Dartfish Training Dates –

Galloway/Ruebel 1: October 12, November 16	ADDITIONAL Optional Date: December 14
Denson/Ruebel 2: October 19, November 9	R2=Hendrikson, Bradley, & Cavagnolo; R1=Remainder

- FYI: November 10-12 – NMSA Conference, Louisville, KY
- Friday, November 18 – Seminar, 8-10
- November 23-25 – Thanksgiving Holiday
- Monday, November 28 – ML Research Conference, all day
- Friday, December 9 – 4-8 GEN Practice Exam, 8-12 (BE SURE TO REGISTER); Review & Student Teaching Orientation, 1-4
- Complete APPROVAL form to gain access to content TExES registration:
<https://www.uta.edu/coehp/texes/state/>
- Wednesday, December 7 – Last day in the field
- Thursday, December 8 – Last Class Day for EDML 4371, 4372, & LIST 4378 (Makeup Day for December 9)
- December 12-16 – Final Exams

Spring, 2011

- APPLY for graduation by due date
(http://wweb.uta.edu/ses/recordsandregistration/content/student_services/graduation.aspx); applying on time for graduation will alert advising to email you for confirmation of your intent to attend graduation. Also, visit <http://www.uta.edu/coehp/commence/> for information on the COEHP graduation ceremony.
- First Day of Student Teaching
 - Monday, January 2 – MISD
 - Tuesday, January 3 – DISD & HEB ISD
 - Wednesday, January 4 – AISD
- Student Teaching, M-F, all day
- Dartfish Training Dates - **TBA**
- Placement 1: January 2, 3, or 4 – March 2
- Placement 2: March 5 – May 10
- Friday, January 20 – Student Teaching Seminar, 1-4
- Friday, February 17 – Student Teaching Seminar, 1-4
- March 12-16 – UTA Spring Break (follow school district calendar for spring break)

- Friday, March 23 – Student Teaching Seminar, 1-4
- Friday, April 20 – Student Teaching Seminar, 1-4
- Monday, April 30 – ML Research Conference, all day
- Friday, May 4 – Student Teaching Seminar, 1-4
- Friday, May 4 – Tuesday, May 8 – PORTFOLIO PRESENTATIONS (Presentation Slot will be Assigned)
- Thursday, May 10 – Last Day of Student Teaching
- Friday, May 11 – COEHP Graduation
- RESIDENTS - Apply to SBEC for certification – The following is required: student teaching completion (and PASS for EDML 4677– 30% of which is Portfolio); graduation; content exam pass; and, ppr exam pass