

**The University of Texas at Arlington**

**College of Education**

**Early Childhood – Grade 6 Graduate Program**

**Handbook for Practicum Candidates  
and Cooperating Teachers**

**2011-2012**

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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, reading, 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.

## STUDENT TEACHER CHECKLIST

The following items should be completed by the Student Teacher:

- \_\_\_ Student Teacher Statement of Intent (signed, scanned and submitted via Blackboard)
- \_\_\_ College of Education Media Release Form (signed, scanned and submitted via Blackboard)
- \_\_\_ Teaching Schedule Form (submitted to the UT Arlington Supervisor via Blackboard – one for each placement)
- \_\_\_ One formal lesson plan and reflection per week (submitted to UT Arlington Supervisor via Blackboard.)
- \_\_\_ Weekly Report and Reflection (completed by the Student Teacher and Cooperating Teacher and submitted electronically <http://www.uta.edu/coed/fieldexperience/>)
- \_\_\_ Data-Driven Instruction Project

## 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 first 12 weeks of the semester, following the ISD calendar. 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.

To be a Student Teacher, the candidate must have:

- 3.0 overall GPA
- 3.0 GPA in all EDUC/LIST/BEEP/EDTC/ECED course work
- No grade below a "C" In core/EDTC/LIST/ECED prerequisites
- positive criminal record check (CRC)

**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.

### 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.

### **REQUIRED Benchmarks:**

Mid-Semester and End-of-Semester Benchmarks are to be completed by Cooperating Teachers during each placement. The Benchmarks are available on-line and can be submitted electronically via the following websites:

Mid-Semester Benchmark - <https://www.surveymonkey.com/s/88K8PZF>

End-of-Semester Benchmark - <https://www.surveymonkey.com/s/887P8BS>

## 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 2 ½ days for illness, personal leave, or interviewing. This includes the UTA Job Fair. 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 2½ days allowed must be made-up later in the semester.

**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 via <http://www.uta.edu/coed/fieldexperience/Candidates/> 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 Student Teaching at any time upon the request of the building principal or the Cooperating Teacher. 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 5315 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 for 12 weeks. **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 August/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.

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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 12 week program and agree to follow the public school calendar for both the fall and spring semesters (typically beginning the 3rd week in August through November, and the 2<sup>nd</sup> week in January through April).
- I COMMIT** I will be in the public schools with my Cooperating Teacher or in workshops and/or seminars every day.
- 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 Student Teaching.
- 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 EC-6 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.

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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.**

**Following is an EXAMPLE of a possible Student Teacher schedule:**

<b>Week One</b>	<b>Observe Cooperating Teacher and students to learn routines, rules and procedures. Assume responsibilities for transitions between classroom and other activities</b>
<b>Week Two</b>	<b>Add planning and teaching math for the entire week</b>
<b>Week Three</b>	<b>Add planning and teaching science and social studies for the entire week</b>
<b>Week Four</b>	<b>Add planning and teaching language arts for the entire week</b>
<b>Week Five</b>	<b>Plan, teach, assess everything all week</b>
<b>Week Six</b>	<b>Plan, teach, assess everything all week</b>

*The same schedule would be used during the second placement.*

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## 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: Ima Student Week/Dates: Week 4/April 18 – 22  
 Cooperating Teacher /School: Ms. Teach/ABC Elementary  
 Grade 2nd

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					

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**Lesson Plan Requirements**

On the following pages, you will find the standard lesson plan forms required for your 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.

## EC-6 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)
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. Vocabulary – *Preview the new vocabulary the students will encounter in the lesson.*

### E. Procedures

#### 1. Introduction of the Topic

Anticipatory Set (Focus) - *Sometimes this is called the “hook” or “mind capture” and is used to grab the student’s attention. Describe exactly what you are going to do or say to the students to relate to them the objectives of the lesson and put them in a receptive frame of mind.*

#### 2. Development of the Topic

- Teaching: Input – *The teacher provides the information needed for students to gain the knowledge or skill through lecture, film, tape, video, pictures, exploration, experimentation, discussion, etc.*
- Teaching: Modeling – *Once the material has been presented, the teacher uses it to show students examples of what is expected as an end product of their work, The critical aspects are explained through labeling, categorizing, comparing, etc. (AKA “I do it”)*
- Guided Practice – *This is an opportunity for each student to demonstrate their understanding of the new learning by working through an activity or exercise under the teacher’s direct supervision and with the teacher’s support (scaffold). The teacher moves around the room to determine the level of mastery and to provide individual remediation as needed. (AKA “We do it”)*
- Checking for Understanding – *This is a determination of whether students have “got it” before proceeding. It is essential that students practice doing it right so the teacher must know that students understand before proceeding to Independent Practice. If there is any doubt that the class has not understood, the concept/skill should be re-taught before Independent Practice begins.*

### 3. Summary for the Students of What Has Been Learned

- Closure - *made up of actions or statements by a teacher that are designed to bring a lesson presentation to an appropriate conclusion. Closure is used to help students bring things together in their own minds, to make sense out of what has just been taught. “Any questions? No. OK, let’s move on” is not closure. Closure is used to:*
  - *To cue students to the facts that they have arrived at an important point in the lesson or the end of a lesson*
  - *To help organize student learning*
  - *To help form a coherent picture, to consolidate eliminate confusion and frustration, etc.*
  - *To reinforce the major points to be learned...to help establish a network of thought relationships that provide a number of possibilities for cues for retrieval.*
  - *To review and clarify the key points of a lesson, tying them together into a coherent whole, and ensuring their utility in application by securing them in the student’s conceptual framework.*

### F. Assessment

- Independent Practice – *Once pupils have mastered the content or skill, it is time to provide for reinforcement for practice. It may be homework, or individual work in class. It is the opportunity for students to apply what they have learned. (“You can do it)*
- *What did the students do during this lesson to let you know they had met the objectives stated above?*
- *What were the behaviorally/observable ways that he students met the objectives for this lesson?*

### G. Re-Teaching

- *How will you teach these objectives again in a different way for:*
  - *students who did not meet them in the lesson?*
  - *all students as a review?*

### H. Extensions

- *How might you extend this lesson for children of more advanced abilities?*

### I. Modifications

- *What modifications would you make for students with special needs?*

## LESSON PLAN RUBRIC

	UNACCEPTABLE	ACCEPTABLE	TARGET
<b>TEKS</b>	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.
<b>Objective</b>	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.
<b>Materials</b>	Not included	Partial list of materials included	List of specific materials and technology to be used in lesson.
<b>Pre-Assessment</b>	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.
<b>Vocabulary</b>	New vocabulary not included.	A partial list of new vocabulary included.	Complete list of new vocabulary that students will encounter in the lesson.
<b>Procedures</b>			
<ul style="list-style-type: none"> <li>● Introduction of the topic</li> </ul>	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"> <li>● Development of Topic</li> </ul>			
<ul style="list-style-type: none"> <li>○ Input</li> </ul>	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"> <li>○ Modeling</li> </ul>	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"> <li>○ Guided Practice</li> </ul>	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.

○ Description of the activity	Fails to include all steps to complete activity. Contributes in a direct way to the students' accomplishing of the objective.	Includes some of the steps to complete activity. Contributes in a direct way to the students' accomplishing of the objective.	Includes all steps to complete activity. Contributes in a direct way to the students' accomplishing of the 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"
<b>Summary</b>	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.
<b>Assessment</b>	<p>Fails to provide students the opportunity to practice skills independently; fails to include authentic and appropriate strategies; fails to align with skill in objective.</p> <p>Candidate does not link assessment with student learning or quality of instruction.</p> <p>Candidate does not use assessments to monitor the student learning.</p>	<p>Students have minimal opportunity to practice skill independently; not authentic and/or appropriate strategies; not completely aligned with skill in objective.</p> <p>Candidate integrates assessment as important parts of instruction.</p> <p>Candidates use assessments to monitor student learning.</p>	<p>Students have opportunity to practice skill independently; includes authentic and appropriate strategies; aligns with skill in objective.</p> <p>Candidate plans to use formal and informal assessment as an integral part of instruction and to monitor student learning.</p> <p>Candidate adapts assessment strategies to accommodate and promote the developmental needs of students</p>
<b>Re-teaching</b>	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
<b>Extensions</b>	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.
<b>Modifications</b>	<p>Candidate demonstrates in their lesson plans that they have an inadequate understanding of hoe children differ in their development.</p> <p>Candidate's plans do not</p>	By including some possible adaptations in their plans, candidate demonstrates they know and understand how children differ in their development.	<p>By including anticipated individual adaptations in their plans, candidate demonstrates that they know and understand how children differ in their development.</p> <p>Candidate recognizes in their</p>

	recognize and respond to students whose development is atypical.	Candidate considers and accommodate in the developmental characteristics of children in curriculum planning, instruction, and assessment of student learning.	planning that some individual students' development differs from typical developmental patterns and provide for adaptations that address individual needs.
<b>Development, Learning, and Motivation</b>	<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>
<b>Integrating and applying knowledge for instruction</b>	<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>
<b>Adaptation to diverse students</b>	Candidate is unable to demonstrate understanding of how elementary students' learning is influenced by individual experiences, disabilities, prior learning, and	Candidate knows and understands how elementary students' learning is influenced by individual experiences, disabilities, prior learning, and culture	Candidate knows and understands how elementary students' learning is influenced by individual experiences, talents, disabilities, prior

	<p>culture</p> <p>Candidate is unable to successfully design instruction appropriate for K-6 students' levels of development, learning styles, and needs</p>	<p>Candidate designs instruction appropriate for K-6 students' levels of development, learning styles, and needs</p>	<p>learning and experiences, language, and culture</p> <p>Candidate seeks assistance and guidance from specialists and other resources to address K-6 students' exceptional learning needs.</p>
<b>Critical Thinking</b>	<p>Fails multiple teaching and learning strategies to enhance students' development of critical thinking, problem solving, and performance skills.</p>	<p>Uses a minimal variety of instructional multiple teaching and learning strategies to enhance students' development of critical thinking, problem solving, and performance skills.</p>	<p>Uses multiple teaching and learning strategies to enhance students' development of critical thinking, problem solving, and performance skills.</p>
<b>Active Engagement in Learning</b>	<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 an 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 an 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>
<b>Active Inquiry</b>	<p>Fails to provide opportunities for students to use active inquiry and communication strategies in the classroom.</p>	<p>Provides minimal opportunities for students to use active inquiry and communication strategies in the classroom.</p>	<p>Provides opportunities for students to use active inquiry and communication strategies in the classroom.</p>
<b>References</b>	<p>Failed to cite and include reference to outside resources according to APA style.</p>	<p>Cited and included reference for some outside resources according to APA style.</p>	<p>Cited and included reference for all outside resources according to APA style.</p>
<b>Writing Mechanics</b>	<p>10 or more grammatical, punctuation, or spelling errors.</p>	<p>3 to 9 grammatical, punctuation, or spelling errors.</p>	<p>2 or less grammatical, punctuation, or spelling errors.</p>

**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>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>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>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>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>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>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>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 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>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>The candidate uses a variety of self-assessment and problem-solving strategies for reflecting on his/her practices</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>The candidate does not evaluate the effects of his/her professional practice</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>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>

# OBSERVATION RECORD

Adapted from the PDAS  
For All Formal Evaluations

Start Time: _____
End Time: _____

Student Teacher \_\_\_\_\_ Date \_\_\_\_\_

Cooperating Teacher \_\_\_\_\_ University Supervisor \_\_\_\_\_ Grade/Subject \_\_\_\_\_

\*\*\*\*\*

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## I. PRESENTATION OF SUBJECT MATTER/INSTRUCTIONAL STRATEGIES

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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:**

*Cooperating Teacher 's signature*

*Date*

UTA Supervisor signature

Date

UTA Student's signature

Date

# 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 CAN BE SUBMITTED ELECTRONICALLY VIA <http://www.uta.edu/coed/fieldexperience/>**

# 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
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School	District
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**PROGRAM:** (Please indicate program and area if applicable)

Undergraduate	Graduate
_____ EC-6	_____ Initial Certification
_____ Mid-level	_____ Ed Admin
_____ Secondary _____	_____ Probationary Certification
_____ P12 _____	_____ Advanced Certification
_____ _____	_____ Program _____

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

**Demonstrates excellence**

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

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

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

**Uses research-based concepts**

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

**Participates in on-going collaboration with peer and professionals**

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

**Exhibits stewardship of diversity**

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

**Advocates use of technology**

- |  |                                   |
|--|-----------------------------------|
| _____ Uses existing technologies in work | _____ Tries emerging technologies |
|--|-----------------------------------|

**Field experience**

**Life-long learning**

- |   |  |
|---|--|
| _____ Demonstrates learning improvement | _____ Shows interest in the learning process |
|---|--|

DOCUMENTATION :

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

DISCUSSION:

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

PLAN OF ACTION

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

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

\_\_\_\_\_  
*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

## College of Education Media Release Form

I (please type or print your name) \_\_\_\_\_  
give the College of Education at The University of Texas at Arlington, the absolute right and permission to use my photograph, samples of my work (electronic and/or scanned versions) in its accreditation process, as well as promotional materials. I understand that photographs may be used in a publication, print ad, direct-mail piece, electronic media (e.g., video, CD-ROM, Internet, WWW), or other form of promotion. I understand that the samples of work may be used in print format and/or electronic media for accreditation reviews.

I release the University, the photographer, their offices, employees, agents, and designees from liability for any violation of any personal or proprietary right I may have in connection with such use, I am 18 years of age or older.

Printed (typed) name \_\_\_\_\_

Signature \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ ZIP \_\_\_\_\_

Phone ( ) \_\_\_\_\_

Date \_\_\_\_\_

Email address \_\_\_\_\_

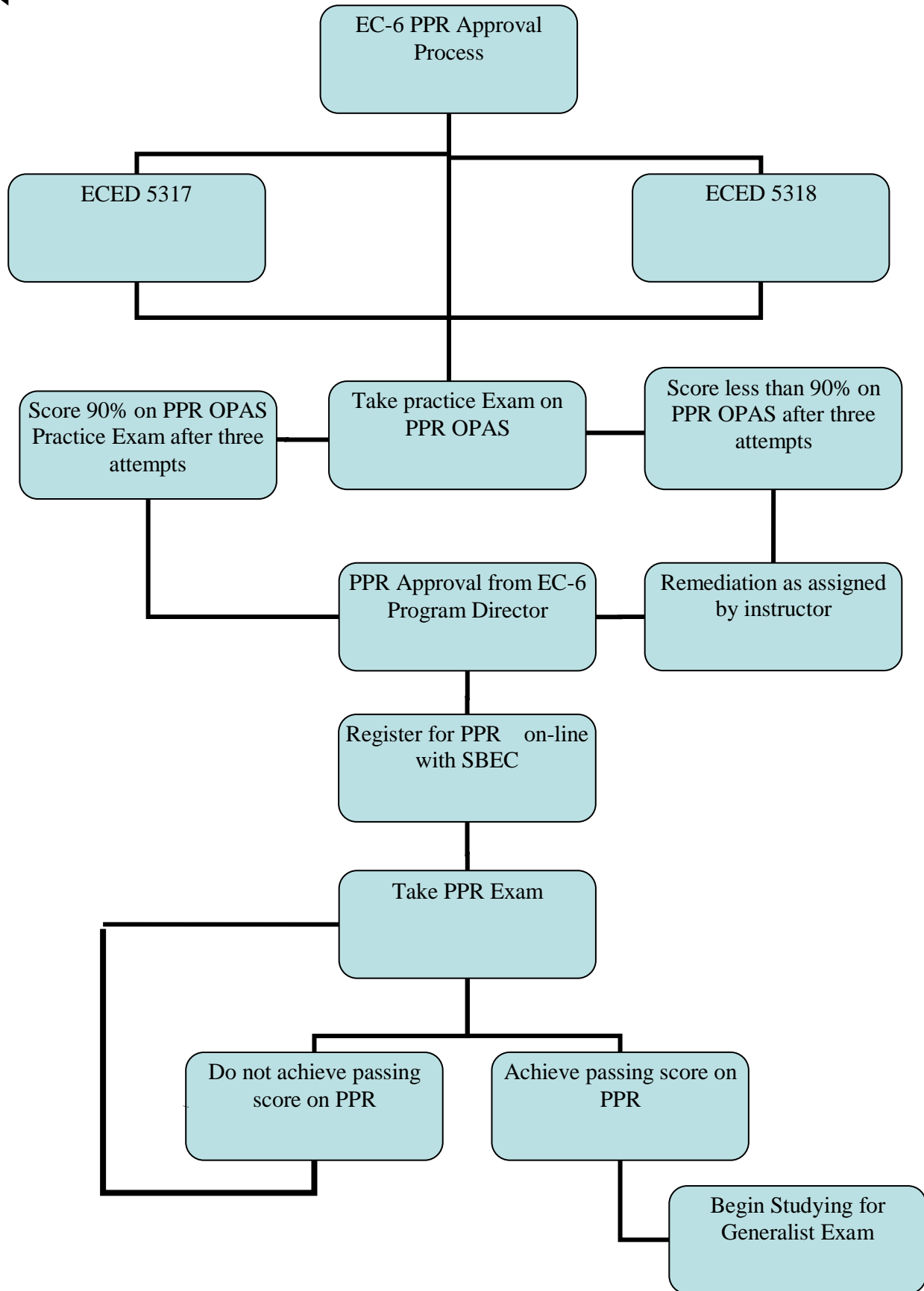
## **Dates to Remember for Fall 2011**

First Date – August 25, 2011

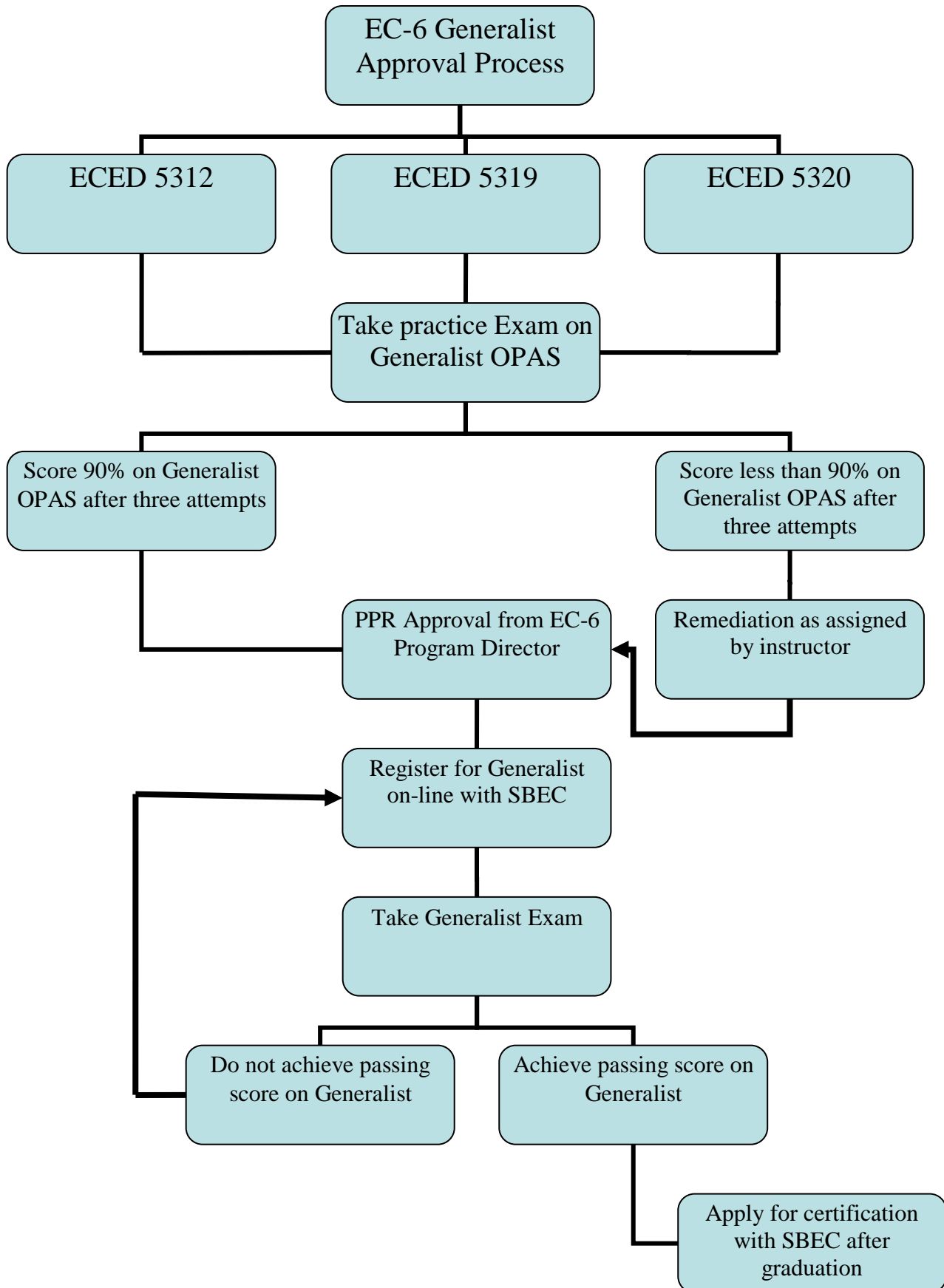
Switch Date – October 10, 2011

Last Date – November 18, 2011

# TEExES EC-6 PPR Approval Process



## TexES EC-6 Generalist Approval Process



# Cooperating Teacher Checklist

The following items should be completed by the Cooperating Teacher:

- \_\_\_ Cooperating Teacher Credo (Candidate submits to UTA supervisor via Blackboard)
- \_\_\_ Observation Record (submitted to UTA Supervisor after any formal observations)
- \_\_\_ Weekly Report and Reflection (completed weekly with the Candidate and submitted electronically; available via <http://www.uta.edu/coed/fieldexperience/> ).
- \_\_\_ Mid-Semester Benchmarks (submitted electronically; available via <https://www.surveymonkey.com/s/88K8PZF> and submitted at the end of first placement).
- \_\_\_ End Benchmarks (submitted electronically; available via <https://www.surveymonkey.com/s/887P8BS> and submitted at end of second placement).

## The Cooperating Teacher

**Cooperating Teacher:** The Cooperating Teacher is a classroom teacher who volunteers to work with a Candidate from the UT Arlington College of Education. The Cooperating Teacher serves as a model for teacher preparation and assists the 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

**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.

## **Cooperating Teacher Information**

### **Teaching Requirements:**

- Candidates will need opportunities to plan for and work with children on an emerging but regular basis (i.e., begin by observing Cooperating Teacher's lessons, collaborate with Cooperating Teacher on lessons, then plan, implement, and evaluate lessons).
- Regular communication between cooperating teacher(s) and candidate is essential; weekly time for discussion should be allowed.
- Candidates will need opportunities to complete UTA assignments with children in assigned classrooms.
- Candidates will be supervised by UTA liaison, principals, and cooperating teachers.
- Candidates will be assessed using a variety of techniques, including videotaping and self-evaluation, Cooperating Teacher/liaison observations – both formal and informal.

## Responsibilities of the Cooperating Teacher during Student Teaching

1. To prepare the students in your classroom to receive a professional co-worker
2. To guide the Candidate in transitioning from being a student to being a teacher and a professional
3. To carefully read, sign and submit the Credo for Cooperating Teachers to the UTA Supervisor
4. To orient the Candidate to:
  - a. Your students
  - b. Your instructional program
  - c. The building facilities and resources
  - d. The building personnel (i.e., special educators, counselors, administrators)
  - e. School policies
  - f. Your classroom management policies and techniques
  - g. The nature of your classroom community
5. To provide a gradual induction to the profession by modeling appropriate planning and teaching
6. **To complete the Weekly Report and Reflection with the Candidate each week, offering honest and sensitive feedback to help the Candidate grow professionally.**

*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 –at least weekly- to plan and reflect on both your teaching and the Candidate'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 Candidate.*

7. To help the Candidate succeed by:
  - a. Monitoring effective use of time
  - b. Requiring written lesson plans in advance of teaching assignments
  - c. Creating a climate in which the Candidate is encouraged to self-evaluate, and ask questions
  - d. Praising and encouraging the Candidate's work
  - e. Discussing problems and issues frankly, one at a time
  - f. Sharing professional materials and experiences
  - g. Capitalizing on the special interests, talents, and background of the Candidate in order to enrich your curriculum
8. To guide the Candidate as he/she plans, teaches, and evaluates his/her work by modeling lesson preparation and instruction
9. To promote daily interactive discussions about the strengths and weaknesses of the Candidate's effectiveness in teaching and learning
10. To help the Candidate implement recommendations received during daily assessment sessions

11. To confer with the UTA Supervisor on an ongoing basis. Performance issues should be identified and discussed with the UTA Supervisor as early as possible. UTA retains the ultimate responsibility for the Candidate's final evaluation
12. To work with the UTA Supervisor to complete and implement a Remediation Plan with the Candidate as problems/issues arise
13. To complete the Mid-Semester and End-of-Semester Benchmarks forms for the Candidate to submit to the UTA liaison
14. To arrange time for the Candidate to confer with the UTA Supervisor when needed.

## Request for Conference Form

Student Teacher \_\_\_\_\_

Cooperating Teacher and School \_\_\_\_\_

UTA 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

\_\_\_\_\_ Appearance

\_\_\_\_\_ Professional demeanor

\_\_\_\_\_ Interpersonal communication

\_\_\_\_\_ Other: Please Specify: \_\_\_\_\_

\_\_\_\_\_ Punctuality

\_\_\_\_\_ Professionalism and commitment

\_\_\_\_\_ Responsibilities assigned to the Student Teacher

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

\_\_\_\_\_

Contact information:

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

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

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

Email address \_\_\_\_\_

## 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 that 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 Candidates, 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, to be an innovator, willing to implement innovative teaching practices, and to allow the Candidates 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 Candidates.
7. I recognize the need for sharing teaching and management responsibilities with the Candidates, 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 Candidates professional growth, and to provide leadership in professional behavior and instruction.
10. I recognize the need to regularly conference and plan with Candidates and other teachers, to evaluate, assess, provide oral and written feedback, and documentation of Candidate professional growth, to complete evaluative paperwork timely, and to provide Candidates with quality instructional time and facilitate its success.

Cooperating Teacher's Signature: \_\_\_\_\_  
Cooperating Teacher's Email: \_\_\_\_\_

### **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.

## Required Activities for Student Teachers

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