

The University of Texas at Arlington

College of Education
and Health Professions



Mid-Level Graduate Handbook *EDML 5315 – Fall, 2011*

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Welcome to Student Teaching!

This is your culminating field experience; it is the time when you will apply all of the professional knowledge, teaching skills, and attitudes you have developed during your teacher preparation program. During student teaching you will be a part of a team which, in addition to you, includes your classroom cooperating teacher and your field supervisor. With the support and guidance of your team members, you will continue to build on your already strong foundation that will prepare you to become an effective professional educator.

Colleagues from the P-12 and university communities share a strong commitment to facilitating your successful student teaching experience. This field handbook has been designed to offer each member of your student teaching team a structure that will clearly identify role responsibilities. Read this handbook carefully and use it daily as you progress through your student teaching experience.

College of Education & Health Professions (COEHP) Mission Statement

Mission: To develop and deliver an educational program that ensures the highest teacher, administrator and allied health science preparation and performance; and, to be a recognized contributor in the field of educational and allied health science research and practice through effective teaching, quality research and meaningful service.

CORE VALUES AND PROFESSIONAL DISPOSITIONS

Our educator preparation program is based upon the following core values, dispositions, and commitments to:

- Excellence
- Learner-centered environment
- Research-based pedagogy
- Collaboration
- Diversity
- Technology
- Field Experience
- Life-long learning

Colleagues from the P-12 and university communities share a strong commitment to facilitating your successful student teaching experience. This field handbook has been designed to offer each member of your internship/student teaching team a structure that will clearly identify role responsibilities. Read this handbook carefully and use it daily as you progress through your student teaching experience. Other program-specific responsibilities and expectations will be given to you by your field supervisor during Orientation.

PROFESSIONAL DISPOSITIONS

Each candidate in the College of Education & Health Professions of UTA will be evaluated on Professional Dispositions. These dispositions have been identified as essential for a highly-qualified educator. Instructors and program directors will work with candidates rated as “unacceptable” in one

or more stated criteria. The candidate will have an opportunity to develop a plan to remediate any deficiencies.

DEMONSTRATES EXCELLENCE

- Meets stated expectations of student performance.
- Keeps timelines. Arrives on time for class and other activities.
- Produces significant artifacts of practitioner evidence.
- Possesses a willingness to set goals.
- Attends all classes/trainings and practicum experiences.
- Completes activities as assigned.
- Has appropriate personal appearance and/or hygiene for professional setting.

PARTICIPATES IN A LEARNER CENTERED ENVIRONMENT AND SHOWS RESPECT FOR SELF AND OTHERS

- Uses appropriate and professional language.
- Supports a "high quality" learning environment.
- Shows respect and consideration for the thoughts and feelings of others.

RESEARCH-BASED PEDAGOGY

- Has an awareness of and willingness to accept research-based concepts.
- Identifies important trends in education.
- Demonstrates interests in learning new ideas and strategies.
- Relates class discussions and issues to current events in education.

EXHIBITS STEWARDSHIP OF DIVERSITY

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

PARTICIPATES IN ON-GOING COLLABORATION WITH PEERS AND PROFESSIONALS

- Demonstrates kindness, fairness, patience, dignity and respect in working with peers, staff and instructors.
- Works effectively with others.
- Assists others in the university classroom or practicum setting.
- Demonstrates openness to assistance from others.
- Receives feedback in a positive manner and makes necessary adjustment.

ADVOCATES USE OF TECHNOLOGY

- Uses and applies existing technologies sufficiently in work.
- Shows a willingness to use and apply emerging technologies in work.

SHOWS INTEREST IN THE LEARNER AND THE LEARNING-PROCESS

- Demonstrates significant learning improvement over time.
- Shows interest in the learning process and demonstrates the necessary amount of time, energy, and enthusiasm into becoming better learners, teachers, and practitioners. Instructors and program directors will work with candidates rated as "unacceptable" in one or more stated criteria. The candidate will have an opportunity to develop a plan to remediate any deficiencies.

GRADUATE STUDENT TEACHING – 12-Weeks

The student teaching practicum for graduate students is a 12-week experience in which a minimum of **four weeks of full-time teaching must occur (two weeks full time at each placement).**

This can be worked out with the cooperating teacher in a team teaching format to ensure quality experiences for all. Candidates will register for EDML 5315 and make an application with the Field Office in order to be placed with a local district.* Candidates who already have a position with a school district must register for the student teaching practicum (EDML 5315) for **two (2) semesters** in order to complete the requirements for certification.

Requirements for Graduate Student Teaching Semester	
Student Teacher Policy Agreement Statement	Pg. 14
Field Reflections – Due September 23, October 21 & November 18	Pg. 15-16
Lesson Plan and Lesson Reflection	Pg. 17-19
Curriculum Units	Pg. 19-23
<u>Information and Formal Evaluations</u> Cooperating Teachers : One informal evaluation for each placement One formal evaluation for each placement University Supervisor : Three formal evaluations total	Pg. 24-27
<u>COEHP Benchmark Evaluation</u> Note: is an Electronic Survey – The log-in URL will be sent to the student teacher. One by each Cooperating Teacher One by University Supervisor	Web
Candidate Video Release Form	Pg. 28

SAMPLE GRADUATE STUDENT TEACHER SEMESTER SCHEDULE

***CANDIDATES WILL SPEND SIX WEEKS AT EACH PLACEMENT**

Student teachers keep the same hours as their cooperating teacher 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: PTA meetings, open house, UIL, in-services, faculty meetings, ARD meetings, and parent conferences.

All activities during student teaching may be structured in the following fashion to ensure proper development in understanding of how children learn. ***The following is an example you may adopt.***

Week #1 Recommended duties include taking roll, distributing and collecting papers, grading and posting grades, assisting in the planning of lessons, copying and gathering instructional materials, individual tutoring, and small group instruction. Student teachers should present at least one lesson. Complete Weekly Report and discuss with cooperating teacher.

* During week one the student teacher and cooperating teacher should jointly review this sample schedule and make changes.

Week #2 Student teacher will teach one-two classes. Cooperating teacher remains in the classroom and provides feedback.

Week #3 Student teacher will teach classes agreed upon with the cooperating teacher. Cooperating teacher remains in the classroom to observe and provide feedback. Conference with cooperating teacher and supervisor to discuss progress.

Week #4-5 Teach a ***full-time schedule*** as agreed upon with cooperating teacher.

Weeks #6 Classes and responsibilities will be returned to the cooperating teacher gradually. Cooperating teacher may still observe in selected classes and provides verbal feedback. Student teacher observes in other classrooms. Final evaluation (Benchmarks Form) is completed during last week with each cooperating teacher.

NOTE: All lesson plans are to be typed and reviewed by the cooperating teacher in a timely manner (48 hours prior to delivery of lesson, unless other agreement is made between candidate and cooperating teacher).

GUIDELINES - SUCCESSFUL STUDENT TEACHING EXPERIENCE

You will be assigned two Cooperating teachers in approved public school classrooms. You will be observing and participating in these classrooms for a twelve week period. Please follow these directions and suggestions during your 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, Dr. Galloway (dianeg@uta.edu) or Dr. Ruebel (kruebel@uta.edu).
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.
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 OR 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 Advisor 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 beach and 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 the 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
School _____	District _____

PROGRAM: (Please indicate program and area if applicable)

Undergraduate <input type="checkbox"/> EC-4 <input type="checkbox"/> Mid-level <input type="checkbox"/> Secondary _____ <input type="checkbox"/> P12 _____	Graduate <input type="checkbox"/> Initial Certification <input type="checkbox"/> Ed Admin <input type="checkbox"/> Probationary Certification <input type="checkbox"/> Advanced Certification Program _____
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A conference has been called because of a demonstrated deficiency in one or more of the Core Values:

Demonstrates excellence

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

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

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

Uses research-based concepts

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

Participates in on-going collaboration with peer and professionals

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

Exhibits stewardship of diversity

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

Advocates use of technology

___ 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 teacher teachers and the University Field supervisor **prior** to any absence. During the Field experience, absences must be made up on a later date at the convenience of the cooperating teacher. **During the Student teaching, candidates are allowed five ½ days for illness, personal leave, or interviewing.** This **does not include** the UTA Career Fair. 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 five ½ days allowed may require make-up days at the end of May, during summer school, or delay the candidate's graduation.

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.

Student teaching

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.

REVISED USDOE GUIDANCE RELATED TO HIGHLY QUALIFIED TEACHER REQUIREMENTS

The Texas Education Agency (TEA) recently had a “Highly Qualified” monitoring visit by the US Department of Education. The law states that “highly qualified” with respect to an elementary school teacher who is new to the profession means that the teacher a) holds at least a bachelor degree; and b) has demonstrated, by passing a rigorous State test, subject knowledge and teaching skills in reading, writing, mathematics and other areas of basic elementary school curriculum.

TEXES 4-8 subject exams demonstrate subject competency for grades 7/8 only.

Elementary (TEXES) exams that demonstrate competency:

- TEXES EC-4, EC-6 or **4-8 Generalist**
- TEXES EC-4, EC-6 or 4-8 Bilingual Generalist
- TEXES EC-4, EC-6 or 4-8 ESL Generalist

TEXES Exams that do not demonstrate competency for new elementary teachers:

- **4-8 Math/Science**
- **4-8 ELAR/Social Studies**
- **4-8 Math**
- **4-8 Science**
- **4-8 Social Studies**
- **4-8 ELAR**

Options for current ML students seeking 4-8 certification:

1. **If you are currently a 4-8 Generalist candidate, DO NOTHING.** You will be considered HQ for grades 4, 5, 6, 7 and 8 in Texas.
2. If interested, **you may take a 4-8 Generalist practice exam.** You will **NOT** have to pay for this practice exam. There are three remaining dates for 2010: May 14, August 19, and December 3. All practice exams are given between 8am-noon with a review in the afternoon. **For spring, 2011, residents** – you will take your declared content practice (4-8 M/S or ELAR/SS) in May, the generalist practice in August (if interested), and the ppr practice in December. The same policy applies to all practice exams (score 80% or better OR gain approval from the content advisor).
3. If you want to teach grades 4-6, **you will be allowed to take the actual 4-8 Generalist TEXES exam.** The Middle Level Program Policy will be as follows. When your declared content (4-8 M/S or ELAR/SS) **and** 4-8 ppr exams have been passed, you may request approval to take the 4-8 Generalist exam. The online approval request must be completed for each exam. **The ML Program will only recommend the 4-8 Generalist exam for candidates (as opposed to the EC-6 Generalist exam).** When it is time to apply to SBEC (<http://www.sbec.state.tx.us/SBECOnline/default.asp>) for certification, you will apply for 4-8 certification in your declared content (4-8 M/S or ELAR/SS). Once you are fully certified in your declared content area and have passed the 4-8 Generalist exam, you again apply to SBEC and UT Arlington will recommend you.
4. At this point, you apply for certification through SBEC and UTA will recommend you for 4-8 Generalist if you have passed the exam. Again you will be required to pay a certification application fee. (This is an SBEC system issue that cannot be changed). **Any other exam of interest may be taken after you are fully certified.** In Texas, this process is called “certification by exam.” You will apply directly to SBEC when you take and pass an exam of interest. You cannot receive university recommendation when you take an exam through SBEC “certification by exam” (do not choose university-based, UTA).
5. If interested, you may opt for a **degree change** (to become a 4-8 Generalist), but it is important for you to note that this change will require additional course work.

Student Teacher Policy Agreement Statement

Candidate	
Cooperating Teacher & School	

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

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

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

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

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

I COMMIT to full partnership with my Cooperating Teacher, to 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 all 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 and UT Arlington faculty, find out as much as I can about how teachers think and make decisions, and work from the beginning to become the best teacher I can be.

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

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

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

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

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

I have read, understand, and agree with the descriptions of and requirements of field experience and student teaching.

Candidate Signature

Middle Level Program Field Experience Reflections

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.

You will post your reflection on our course Blackboard site. 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 following dates: 9/23, 10/21, and 11/18. Each reflection addresses a different focus and while be due on a designated 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.*

Middle Level Program Field Experience Reflection Format

Report One – DUE September 23 – 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 –DUE October 21 Professional Responsibilities & Classroom Management and Assessment and Evaluation:

- 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?

- 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.

Report Four – DUE November 18 – 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?

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?

Reflection After Your Lesson

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:

How did the lesson go?

How was my planning?

In what ways were the objectives met? Not met?

What did the pre-assessment tell me about the students' knowledge of this objective?

During the lesson, what worked? What didn't work?

What does the post-assessment tell me about the students' mastery of the objectives?

What adjustments do I need to make for next time?

If managing the group or an individual was challenging, why? What change(s) will make a difference for next time?

What effect did the grouping of students have?

What were the strong parts of the lesson?

Of what am I most proud? Where do I show growth in my teaching?

Curriculum Unit

Curriculum Units are to be prepared during two separate semesters: EDML 5308 and EDML 5315. 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:

- a) Typical day-to-day behavior of the learners as a group;
- b) Significant individual behavior problems;
- c) Your group's overall academic achievement level (identify source of information); and
- d) 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) 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;
- b) At least two formative evaluations of learner performance (i.e., assessment that occur during the unit);
- c) 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
- d) 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 5308 – One curriculum unit created with a team – unit must be 10 days in length.
- **Student Teaching Semester** – Two curriculum units will be created – one per placement – unit 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 – 0 pts	ACCEPTABLE – 4 pts	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 description of the classroom learners is provided	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 provided
COMPONENT	UNACCEPTABLE – 0 pts	ACCEPTABLE – 1 pts	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 – 8 pts	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 – 2 pts	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 – 4 pts	ACCEPTABLE – 8 pts	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 understands, utilizes and articulates the middle level school curriculum; candidate references appropriate TEK standards in most instances (NMSA #3);	Candidate consistently understands, utilizes and articulates the middle level school curriculum; candidate always references appropriate TEK standards (NMSA #3);

	<p>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</p>	<p>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</p>	<p>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</p>
<p>TOTAL (40 points possible)</p>	<hr/> <p>Unacceptable = below 30 pts</p>	<hr/> <p>Acceptable = 30-37 pts</p>	<hr/> <p>Target = 38-40 pts</p>

INFORMAL EVALUATION FORM Cooperating Teacher: Complete ONE (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			

<p>Formal Observation FORM Cooperating Teacher: TWO (per placement) Field Supervisor: THREE per semester</p>

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.

<p>Cluster 1: Learner-Centered Knowledge and Instruction COMPLETE PRIOR TO TEACHING THE LESSON</p>

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	