



The University of Texas at Arlington Mid-Level Candidate Handbook Field-Based Experience – Fall, 2011 Student Teaching – Spring, 2012

Fall Coursework: EDML 4371, 4372, 4676, & LIST 4378
Spring Coursework: EDML 4677

Undergraduate Handbook

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FOREWORD

Welcome to your final year in the program! 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 the fall you will be a part of a team which includes your cooperating teacher and a Field Supervisor. Field experience is a time to develop a strong relationship with your cooperating teacher, get the support and guidance you need, begin to develop a rapport with your students, gain an understanding of the policies and procedures for your classroom and school, and discuss and prepare for your student teaching experience. The Field Supervisor will provide guidance as needed and will monitor bi-weekly reports.

During student teaching your team will include the classroom cooperating teacher and a university field supervisor. Both the cooperating teacher and field supervisor will observe you teaching and provide the support and guidance needed 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 field experience/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 field experience/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 university field supervisor or program director during orientation.

Professional Dispositions

Each candidate in the Educator and Administrator Unit of the COEHP 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.

Field Experience and Student Teaching Requirements

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

Fall 2011 Placement Dates:

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

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

Spring 2012 Placement Dates:

1) January 2, 3, or 4 (ISD)-March 2	2) March 5-May 10
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Placement with AUSNER School District Partner
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The ML Program currently partners with Arlington, Dallas, HEB, and Mansfield school districts as part of the Area University School Network for Educational Renewal (AUSNER). University faculty, district HR, and district principal representatives, meet once per semester as a collaborative group. HR representatives meet with the ML Program Director on a regular basis to ensure collaborative efforts, as well as field placements, are working to the benefit of all. Cooperating teachers (CTs) are selected via application. Principals make the final selection of CTs, based on teacher and leadership attributes, school and student needs, as well as university criteria. CTs must review and understand the requirements with the first few pages of the CT Handbook and sign the Credo on page 5. Candidates apply to the field, providing a resume and developing teaching philosophy. The Field Office assigns candidates to a district based on residence. Once the district assignment is made, HR and principal reps make the placement to a CT in consultation with university faculty and the candidate applications. Candidates spend both year one and two in the same district and schools. The first year of field placement allows for changes to be made to ensure that candidates, schools, and cooperating teachers have found the best fit to allow optimal development of our future teachers. **See sample materials related to CT selection in Appendix A.**

Fall Field Experience

What?	Pg. #	Who?	When?	Due to whom?
Important Dates				
Orientation		Candidate	Wednesday, August 24, 2011 1:00-4:00pm SH 330	
Policy Agreement Statement		Candidate	To be read and completed during orientation of fall semester	Turned in to Dr. Ruebel at the conclusion of orientation – August 24, 2011
Guidelines & ML Policies				
Portfolio Outline & Rubric		Candidate	Throughout fall & spring	Portfolio Due Date: May 4-8, 2012–Presentation Slot Assigned
Video Release & Research Forms		Candidate	To be read and completed during orientation of fall semester	Turned in to Dr. Ruebel at the conclusion of orientation – August 24, 2011
Field Reflections & Seminar Dates		Candidate	Due on Seminar Days to Field Supervisor (and in portfolio) <u>Fall</u> : Sep. 16, Oct. 14, & Nov. 18	
Dartfish Training Dates 9-11:50, TH 111		Candidate	Galloway/Ruebel 1: October 12, November 16 Denson/Ruebel 2: October 19, November 9	ADDITIONAL Optional Date: December 14 R2=Hendrikson, Bradley, & Cavagnolo; R1=Remainder
Practice Content TExES Exams		Candidate	May, 2011 (content) Friday, December 9, 2011, 8 am (GEN) *Makeup Class Day, Thursday, December 8	Register online (no fee): http://www.uta.edu/coed/texes
Practice EC-12 PPR TExES Exam		Candidate	Wednesday, August 24, 2011, 8 am (PPR)	Register online: http://www.uta.edu/coed/texes/
1 informal evaluation per placement		Cooperating Teacher	One per placement (total of 2)	Field Supervisor Portfolio
2 formal evaluations per placement		Cooperating Teacher	Two per placement (total of 4)	Field Supervisor Portfolio
2 formal lesson plans per placement		Candidate	Two per placement (total of 4) Formal Evaluation requires Formal LP (LP approved by CT 24 hours in advance)	Cooperating Teacher Field Supervisor Portfolio
Candidate Licensure Profile		Candidate	Complete standards comparison, post practice exam scores, and practice test reflection	Portfolio Complete by January 20, 2012 Seminar

Spring Student Teaching

What?	Pg. #	Who?	When?	Due to whom?
Orientation		Student Teacher	Friday, December 9, 2011 1:00-4:00pm	
Field Reflection & Seminar Dates		Student Teacher	Due on Seminar Days to Field Supervisor (and in portfolio) <u>Spring</u> : Jan. 20, Feb. 17, March 23, April 20, & May 4	
Dartfish Training Dates		Candidate TH 111	Galloway/Ruebel 1: TBA Denson/Ruebel 2: TBA	ADDITIONAL Tagging Dates: TBA R2=Hendrikson, Bradley, & Cavagnolo; R1=Remainder
1 informal evaluation per placement (total of 2)		Cooperating teacher	One per placement	Field Supervisor Portfolio
2 formal evaluations per placement (total of 4)		Cooperating teacher	Two per placement	Field Supervisor Portfolio
3 formal evaluations per semester (total of 3)		Field supervisor	Sometime during each student teaching placement. Field Supervisor will make one informal visit/observation and three formal observations, for a total of FOUR visits to each candidate.	Field Supervisor Candidate Portfolio
2 formal lesson plans per placement (total of 4)		Student Teacher (approved in advance by Cooperating Teacher)	Two per placement (MINIMUM)	Cooperating Teacher Field Supervisor Portfolio
1 Curriculum Unit per placement (total of 2)		Student Teachers (approved in advance by Cooperating teacher)	During full time teaching at each placement – format and instructions provided via email	Cooperating Teacher Field Supervisor Portfolio
1 COEHP Online Benchmark per CT (2 total)		Cooperating Teacher	At the end of each placement	You Cooperating Teacher will complete the COEHP Benchmark at the end of each placement
NMSA Online Benchmark		Field supervisor	At the end of student teaching	Your Field Supervisor will complete NMSA Benchmark at the end of student teaching
Completion of Portfolio		Student Teacher	Throughout Student teaching (& Before)	Portfolio Due Date: May 4-8, 2011–Presentation Slot will be Assigned

Web Links, Reminders, & Important Dates

REGISTER FOR **PRACTICE EXAMS**: <http://www.uta.edu/coehp/texas/practice.php>; 80% or better required OR meet with content advisor and develop a study plan.

CONTENT ADVISOR LIST:

http://www.uta.edu/coehp/certifadvsng/academic_advisors_grad.php

APPROVAL FORM to gain access to content TExES registration:

<https://www.uta.edu/coehp/texas/state/>

STATUS LETTER: <http://www.uta.edu/coehp/undergradadvising/StatusLetter> (only ONE status letter is available; request only once, during residency; status letter notes items complete such as content and ppr exams, student teaching, etc.)

HANDBOOKS: Before August 124– Purchase & **READ** Handbooks at Bird’s Copies (one for you; one for **EACH** mentor) - 208 S EAST ST, ARLINGTON, TX 76010-1110 - Phone: 817-459-1688

PRACTICE EXAM & ORIENTATIONS:

Thursday, August 24 – Practice Exam, 8-12 (EC12 PPR); Fall Field Experience Orientation, 1-4; BOTH in SH 330

Friday, December 9 – Practice Exam, 8-12 (4-8 GEN); Student Teaching Orientation; Both in

Fall, 2011

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

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

- FYI: November 10-12 – NMSA Conference, Louisville, KY
- Friday, November 18 – Seminar, 8-10
- November 23-25 – Thanksgiving Holiday
- Monday, November 28 – ML Research Conference, all day
- Friday, December 9 – 4-8 GEN Practice Exam, 8-12 (BE SURE TO REGISTER); Review & Student Teaching Orientation, 1-4
- Complete APPROVAL form to gain access to content TExES registration:
<https://www.uta.edu/coehp/texas/state/>

- Wednesday, December 7 – Last day in the field
- Thursday, December 8 – Last Class Day for EDML 4371, 4372, & LIST 4378 (Makeup Day for December 9)
- December 12-16 – Final Exams

Spring, 2011

- APPLY for graduation by due date (http://wweb.uta.edu/ses/recordsandregistration/content/student_services/graduation.aspx); applying on time for graduation will alert advising to email you for confirmation of your intent to attend graduation. Also, visit <http://www.uta.edu/coehp/commence/> for information on the COEHP graduation ceremony.
- First Day of Student Teaching
 - Monday, January 2 – MISD
 - Tuesday, January 3 – DISD & HEB ISD
 - Wednesday, January 4 – AISD
- Student Teaching, M-F, all day
- Dartfish Training Dates - TBA
- Placement 1: January 2, 3, or 4 – March 2
- Placement 2: March 5 – May 10
- Friday, January 20 – Student Teaching Seminar, 1-4
- Friday, February 17 – Student Teaching Seminar, 1-4
- March 12-16 – UTA Spring Break (follow school district calendar for spring break)
- Friday, March 23 – Student Teaching Seminar, 1-4
- Friday, April 20 – Student Teaching Seminar, 1-4
- Monday, April 30 – ML Research Conference, all day
- Friday, May 4 – Student Teaching Seminar, 1-4
- Friday, May 4 – Tuesday, May 8 – PORTFOLIO PRESENTATIONS (Presentation Slot will be Assigned)
- Thursday, May 10 – Last Day of Student Teaching
- Friday, May 11 – COEHP Graduation
- RESIDENTS - Apply to SBEC for certification – The following is required: student teaching completion (and PASS for EDML 4677– 30% of which is Portfolio); graduation; content exam pass; and, ppr exam pass

Guidelines for A Successful Field/Student Teaching Experience

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

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

1. Be sure you know when and where you are to report to the campus. If you have questions, ask your Field Supervisor: kruebel@uta.edu, dianeg@uta.edu, or densonnjh@gmail.com.
2. When you report to the school, introduce yourself to the office staff. Let them know who you are, the nature of your assignment, and the Cooperating Teacher teacher(s) you have been placed with. Wear your school district ID badge.
3. Be on time, and if you must be absent, call the school, your Cooperating Teacher and the Field Supervisor. Notify them as far in advance as possible. Remember, you are to arrive at school no later than 30 minutes prior to the bell and may not depart until 30 minutes after the final bell.
4. Name tags are ALWAYS to be worn in the schools. Security within a school is very important and your nametag will identify you as a person who has a valid reason for being there. Your school district assigned name tag should be worn as your name tag.
5. Your professional manner is of utmost importance. You are NOT a college student during the time you are in the schools; you are a professional on the teaching staff. You should look and act accordingly.
6. Give your Cooperating Teacher the utmost cooperation and respect.
7. Follow through and complete all assignments.
8. Accept suggestions for improvement in a positive and professional manner. Your Cooperating Teacher is there to help you learn and grow. You may not agree, but remember that experience is a great teacher.
9. **Confidentiality is extremely important.** Please remember this when you conference with your Cooperating Teacher, professors, principals, parents, other teachers, and friends. Learning about professionalism begins now. **Breach of confidentiality can cost you your job and the opportunity to continue in the profession you have chosen - and, most importantly, it hurts children and families.**
10. **Do not criticize the school, teachers, or students.** You are a guest in the building, a guest with the expectation that you will learn all you can. Do not jeopardize the opportunity to complete your assignment.
11. Students will imitate your language. Use correct English at all times.
12. If you have a problem with any aspect of your assignment, discuss this with your Cooperating Teacher or UTA Field Supervisor only. Handle concerns professionally by going directly to those people who have the authority to make adjustments.

Professional Appearance

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

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

Men

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

Women

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

Both Men and Women

- Avoid flip-flops and know that some districts do not allow open-toed shoes
- Avoid shorts and jeans, even on casual days at your school
- Avoid expensive or attention-getting jewelry
- Avoid strong colognes or perfumes; some students may be allergic to them
- Long hair should be pulled back from your face
- **Tattoos and/or other body art should be covered when you are at school**
- **Facial and/or mouth piercing must be removed when you are at school**

Social Networking

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

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

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

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

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

Texting

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

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

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

Transporting Students

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

Reporting Suspected Child Abuse or Neglect

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

Two Ways to Report Abuse

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

Teaching When Your Cooperating Teacher is Absent from School

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

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

When Problems Develop

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

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

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



College of Education
and Health Professions



Action Plan

Date _____

Candidate	Last Name	First Name	UTA ID
COEd Instructor/Supervisor			
<i>Please include the following information if this issue is field-related:</i>			
Mentor Last Name		First Name	
School		District	
PROGRAM: (Please indicate program and area if applicable)			
Undergraduate		Graduate	
_____ EC-4	_____	_____ 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
- Attendance; punctuality
- Produces artifacts of practitioner evidence
- Keeps timelines
- Sets goals
- Has appropriate hygiene/appearance

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

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

Uses research-based concepts

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

Participates in on-going collaboration with peer and professionals

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

Exhibits stewardship of diversity

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

Advocates use of technology

- Uses existing technologies in work
- Tries emerging technologies

Field experience

Life-long learning

- Demonstrates learning improvement
- Shows interest in the learning process

DOCUMENTATION :

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

DISCUSSION:

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

PLAN OF ACTION

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

Next conference: _____

Director of Office of Professional Development and Field Experience *Date*

UTA Supervisor signature Date

I have read and understood the Action Plan. I understand that failure to comply may result in removal from the program.

UTA Student's signature Date

Policy Statements for Mid-Level 4-8 Field Experiences

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

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

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

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

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

Pregnancy during Field experience and/or Student teaching: Pregnancy is an exciting time for parents-to-be, but may require special planning when occurring during the field experience or student teaching. If you are expecting a baby during your field experience or student teaching, please share this with your UT Arlington Field Supervisor as early as possible. Keep in mind that federal guidelines do not recognize pregnancy as a disability; therefore, neither the public schools nor the university are required to make accommodations in your daily activities or the program's expectations. Maternity/paternity leave is not granted. Should your pregnancy or delivery prohibit your completion of the required time in Field experience/Student Teaching, UT Arlington faculty will develop a continuation plan for you. Graduation and certification can only occur when all experiences have been completed.

Field experience (Undergraduate)

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

Student teaching (Undergraduate)

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

Termination of student teaching: A candidate may be removed from his/her Field Experience or Student Teaching at any time upon the request of the building Principal or the Cooperating Teacher. If this happens, the Office of Field Experience will attempt to identify a second placement in which the candidate can finish all requirements during that semester. If the candidate is asked to leave his/her placement during the Student Teaching semester, the candidate will receive a grade of Incomplete for EDML 4677 and be assigned to a second placement for the following semester. Should the candidate be asked to leave his/her Student Teaching during this second placement, he/she will be terminated from the 4-8 Mid Level Program.

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.

Candidate & Student Teacher Policy Agreement Statement	
Candidate	
Cooperating Teachers & Schools	

- 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	
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Middle Level Program Field Experience Reflections – Fall

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

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

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

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

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

Middle Level Program Field Experience Reflection

Candidate			
Cooperating Teacher & School			
Report # & Topic		Date	

Report One – Non-Teaching responsibilities & Curriculum:

- Describe your non-teaching responsibilities and that of your cooperating teacher. How much time out of day is spent in planning, supervision and other non-teaching tasks? Discuss with your mentor teacher the time he/she spends weekly in non-teaching duties. Reflect on this knowledge in terms of the demands of a teacher.
- Review with your mentor the scope and sequence of the curriculum. How are the units of study determined? What resources are available to teachers to plan and deliver a set curriculum? How are teachers held accountable for student learning of the curriculum? Describe and reflect on the curriculum.

Report Two - Professional Responsibilities & Classroom Management:

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

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

Report Three

Assessment and Evaluation:

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

Instructional Planning and Instructional Delivery:

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

Middle Level Program Student Teaching Reflections - Spring

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

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

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

Middle Level Program Student Teaching Reflections - Spring

Candidate			
CT/ School			
Report # & Topic		Date	

Report One - Re-Entry into full time teaching:

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

Report Two - Collaboration:

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

Report Three - Instructional Planning, Delivery and Management:

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

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

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

Report Four - Instructional Planning, Delivery and Management:

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

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

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

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

Stage 1 – Desired Results

Goals/Learning Outcomes:

Reference TEKS after goal statement.

Essential Questions:

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

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

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

Stage 2 – Assessment Evidence

Performance Tasks:

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

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

Stage 3 – Learning Plan/Procedures

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

Description:	TLAC Techniques:

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

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

Curriculum Unit

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

1. Description of Learners:

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

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

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

Summary Evaluation of Unit Preparation

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

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

Electronic Signature of Mentor Date

Electronic Signature of Candidate Date

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

Curriculum Unit Evaluation Rubric

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

Develop a unit which includes

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

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

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

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

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

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

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

LEARNER CENTERED PREPARATION

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

LEARNER CENTERED INSTRUCTION

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

MANAGEMENT OF STUDENT DISCIPLINE

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

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

RESEARCH PARTICIPANT CONSENT FORM

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

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

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

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

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

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

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

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

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

RESEARCH PARTICIPANT CONSENT FORM

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

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

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

Middle Level Portfolio

The first step you should take in creating the portfolio is to create a folder and label it “ML Portfolio_YourName.” For example, “ML Portfolio_JohnSmith.” The next step is to move ALL of your assessment documents into this folder. The third step is to open each document and create a new first page (use page break or tab down) that will become your summary statement (see instructions below). Once all documents are inside the folder and complete, the fourth step is to create a Table of Contents page (you may simply copy and paste the outline below into a word document). Finally, create hyperlinks to your documents (which are already inside the folder). To create a hyperlink, highlight the word or phrase, go up to Insert, choose Hyperlink, browse and find the document (inside the folder), and click OK.

I. Introduction

A. Personal Information (Highlight this text and create a hyperlink to the personal Information Page)

B. Philosophy of Teaching (Highlight this text and create a hyperlink to the Philosophy of Teaching Page)

C. Resume (Highlight this text and create a hyperlink to the Resume Page)

Summary Statement Contents

(From section II forward, all artifacts must have summary statements)

As candidates post each artifact, a brief summary of each should include (on page one of the document):

- a) A description of the assignment/project.
- b) A reflection of specific SPA (NMSA, NSTA, NCTE, NCTM, or NCSS) and/or TEK standards (cite the standard(s) and how the assignment and standard(s) are related).
- c) A statement of how the assignment/project prepares candidates as educators for the roles they will perform.

Sample Summary Statement:

- A. For this assignment we were to pick a book that would be relevant to our subject area and that we could incorporate into our classroom and into unit plan that we would later create in the class. We had to tell why it was relevant and how we would use it to help promote literacy across the content areas.
- B. This assignment reflects the following NMSA standards: *Standard 3. Middle Level Curriculum and Assessment* Middle level teacher candidates understand the major concepts, principles, theories, standards, and research related to middle level curriculum and assessment, and they use this knowledge in their practice. *Standard 4. Middle Level Teaching Fields* Middle level teacher candidates understand and use the central concepts, tools of inquiry, standards, and structures of content in their chosen teaching fields, and they create meaningful learning experiences that develop all young adolescents' competence in subject matter and skills. *Standard 5. Middle Level Instruction and Assessment* Middle level teacher candidates understand and use the major concepts, principles, theories, and research related to effective instruction and assessment, and they employ a variety of strategies for a developmentally appropriate climate to meet the varying abilities and learning styles of all young adolescents.
- C. This assignment is great for pre-service teachers because it prepares them to be able to choose books that they can use for their content area. These books have to be justifiable in order to get funding for them in your classroom. If funding is not available it also gives the pre-service teacher experience on where to find books for their classroom at a reasonable price in case they have to purchase some themselves. In my case I went to half-price books and was able to find a book on earthquakes and tornadoes which directly involved my part of the unit I was working with my partner. With the push towards promoting literacy across all content areas, this assignment was the most beneficial because it made you think outside of the box and offered a way to differentiate instruction with books that included pictures and diagrams.

Portfolio Outline

I. Introduction:		
	For this section of the portfolio, the candidate should upload the following:	Portfolio Item File Names:
A.	Personal Information: name, address, email, program, certification sought, anticipated program completion, and an optional picture	
B.	Philosophy Statement/Statement of Intent. and	
C.	Resume	
II. Candidate Licensure Data Profile (NMSA 4, 1, 2, 3)		
	For this section of the portfolio, candidates will:	Portfolio Item File Names:
A.	<p>*Compare/contrast the standards (SPA [NCTE, NCTM, NSTA, or NCSS] and TEKS) in a short reflection. The reflection should compare one set of SPA standards with the TEKS and then the other SPA.</p> <p>*Math/Science: NCTM, NSTA, and TEKS *ELAR/SS: NCTE, NCSS, and TEKS *Generalist: NCTM, NSTA, NCTE, NCSS, and TEKS</p>	
B.	Practice TExES score for Content and PPR, Final TExES content and PPR scores, Reflection of the practice test and test review session (e.g., the review sheet completed after the practice exam)	
III. Candidate Knowledge of Content (NMSA 4, 1, 2, 3)		
FROM THIS SECTION FORWARD, EVERY ARTIFACT MUST HAVE A SUMMARY STATEMENT		
	The candidate must include BOTH content areas OR all four for the Generalist certification. As candidates move through the program, they will compile several artifacts that reflect their knowledge of content.	Portfolio Item File Names:
A.	Grades in content courses.	CONTENT COURSES ARE JUST THAT – COURSES IN YOUR CONTENT AREA – MATH, ENGLISH, etc.
B.	Lesson and Unit Plans created for appropriate methods courses: EDML 4370, 4371, 4372, LIST 4343, and/or LIST 4378. [include lesson and unit plans created for methods courses aligned with certification areas].	Candidates should include a brief summary with each lesson plan or unit. Those summaries should contain: A description of the assignment/project. A reflection of specific SPA and/or TEK standards (cite the standard(s) and how the assignment and standard(s) are related). A statement of how the assignment/project prepares candidates as educators for the roles they will perform
	EDML 4370 lesson plan (including summary)	IF YOU DO NOT HAVE A LP IN THE CLASS INDICATED, UPLOAD A LP FROM ANOTHER CLASS OR ONE NOT

		ALREADY UPLOADED INTO PORTFOLIO.
	EDML 4371 lesson plan (including summary)	
	EDML 4372 lesson plan (including summary)	
	LIST 4343 or LIST 4378 lesson plan (including summary)	
C.	At least one research project created for a content course.	
D.	One additional artifact which may evince content knowledge.	

IV. Candidate Knowledge of the Young Adolescent (NMSA 1)

	For this section of the portfolio, candidates will upload the following artifacts along with a brief summary for each [summary included on the first page of the artifact].	Portfolio Item File Names:
A.	EDML 4300: Research Exploration/Project	
B.	EDML 4350: Shadow Study	
C.	LIST 4343, LIST 4378, EDML 4350: Book Talk /Book Review	

V. Candidate Knowledge of Middle Level Philosophy and School Organization (NMSA 2)

	For this section of the portfolio, candidates will upload the following artifacts along with a brief summary for each [summary included on the first page of the artifact]	Portfolio Item File Names:
A.	EDML 4350: Developmentally Responsive Middle School Project	
B.	EDML 4350: Flexible Schedules Activity	
	EDML 4350: Advisory Simulation	
C.	One additional artifact which may evince knowledge of middle level philosophy and organization	ANY ARTIFACT OR DESCRIPTION OF AN EXPERIENCE YOU HAVE HAD THAT EVINCES YOUR UNDERSTANDING OF THE MIDDLE SCHOOL CONCEPT AND/OR THE ORGANIZATION OF SCHOOLS.

VI. Candidate Ability to Plan Instruction (NMSA 3, 4, 5, 1, 2)

	For this section of the portfolio, candidates will upload the following artifacts along with a brief summary for each [summary included on the first page of the artifact]	Portfolio Item File Names:
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A.	BEEP 4384: Lesson Plan with a focus on the English Language Learner	
B.	EDML 4370, 4371, 4372, LIST 4343, LIST 4378: Lesson Plans	<i>Already uploaded in Section III. B.</i>
C.	Curriculum Unit (from Fall Field Experience – LIST 4378, EDML 4371, and EDML 4372)	
D.	One additional artifact which may evince ability to plan instruction	

VII. Assessment of Candidate Student Teaching (NMSA 3, 5, 7, 1, 2, 3, 4, 6)

For this section of the portfolio, candidates will upload the following artifacts along with a brief summary for each [summary included on the first page of the artifact]		Portfolio Item File Names:
A.	Fall Field Experience – Year 2	2 Informal Evaluations (one per mentor) 4 Formal Evaluations (two per mentor)
	Student Teaching Semester	2 Informal Evaluations (one per mentor) 4 Formal Evaluations (two per mentor) 3 Formal Evaluations (by Field Supervisor)
B.	COEHP Benchmark Evaluation by cooperating teacher 1 during Residency COEHP Benchmark Evaluation by cooperating teacher 2 during Residency NMSA Benchmark Evaluation by field supervisor during Residency	

VIII. Candidate Effect on Student Learning (NMSA 3, 4, 5)

For this section of the portfolio, candidates will upload the following artifacts along with a brief summary for each [summary included on the first page of the artifact]		Portfolio Item File Names:
A.	Fall Field Experience – Year 2: Include one formal lesson plan and evaluation from each placement . Write a reflection which addresses lesson effect on student learning and include any available evidence.	
	Two lesson plans with effect on student learning reflections (e.g., lesson plans, formal evaluations, and reflections)	In reflection, address how and whether the lesson had an impact on student learning in the classroom. Evidence that could be considered: <ul style="list-style-type: none"> • Anecdotal (observation notes) • Formative (informal assessments such as discussion, CPS [clicker] results, tickets-out, assignments, etc.) • Summative (projects, papers, quizzes, tests, etc.)
B.	Student Teaching: Include one formal lesson plan and evaluation from each placement .	

	For this section of the portfolio, candidates will upload the following artifacts along with a brief summary for each [summary included on the first page of the artifact]	Portfolio Item File Names:
A.	EDML 4350: Developmentally Responsive Middle School Project	<i>Already uploaded in Section V. A</i>
B.	Documentation of Family and Community Involvement [at least five examples]: review of district opportunities related to family and community involvement, participation in school opportunities such as family conferences, PTA meetings, celebrations, partnerships with community entities, etc	WORD OR PDF DOCUMENT

Mid-Level Program – Portfolio Rubric		
I. Introduction – 5 pts		
<p>Unacceptable (0) The candidate fails to include any of the following: personal information, philosophy statement, resume on the page, or completed program planning worksheet; resume and/or philosophy statement may be included, but have grammar, usage, or content errors</p>	<p>Acceptable (3) The candidate includes personal information; a philosophy statement, a resume on the page, and a completed program planning worksheet; the resume and philosophy statement have been revised and edited, with few errors remaining</p>	<p>Target (5) The candidate includes personal information; a philosophy statement, a resume on the page, and a completed program planning worksheet; the philosophy statement and resume have been revised for content, edited for grammar and usage errors, and include all components listed below</p>
<p>A <i>philosophy of teaching statement</i> is a narrative that includes your conception of teaching and learning; a description of how you teach; and justification for why you teach that way. The statement can demonstrate that you have been reflective and purposeful about your teaching communicate your goals as an instructor and your corresponding actions in the classroom provide an opportunity to point to and tie together the other sections of your portfolio.</p> <p>The <i>resume</i> should contain information that identifies you and gives details of your educational background and training, including honors; activities and awards; your teaching experience, including student and substitute teaching; and other related work experience, whether it be full- or part-time, paid or volunteer. You may want to include a career or teaching objective.</p>		
II. Candidate Licensure Data Profile (NMSA 4, 1, 2, 3) – 5 pts		
<p>Unacceptable (0) The licensure profile does not include a comparison of all appropriate standards bodies; the comparison does not make direct links between the standards bodies or discuss how these standards apply to the candidate; the practice TExES scores are shared, but the review session documentation sheet is not included; final TExES scores may not be provided</p>	<p>Acceptable (3) The licensure profile does include a comparison of standards bodies; the comparison may not make direct links between the standards bodies or discuss how these standards apply to the candidate; the practice TExES scores are shared along with the review session documentation sheet; final TExES scores are provided</p>	<p>Target (5) The licensure profile compares the appropriate standard bodies in narrative, linear, or graphic organizer form; the comparison makes clear and direct links between the standard bodies as well as included discussion of how these standards apply to the candidate; the practice TExES scores are shared along with the review session documentation sheet; final TExES scores are provided</p>

III. Candidate Knowledge of Content (NMSA 4, 1, 2, 3) – 15 pts		
<p>Unacceptable (0) All areas for content certification may not be present; Grades in the content courses are included on the page, but may not list the number and title for each course (e.g., ENGL 3350 British Literature); at least one lesson plan created is posted from each appropriate content area, but fails to include at least some of the following: the plan itself, self-reflection, supplemental materials, or evaluation form(s); additional lesson and unit plans [not included elsewhere in the portfolio] evincing knowledge of content may not be present; the research project created for a content course or the additional artifact evincing content knowledge is not included; The artifact descriptions lack are not complete nor do they describe candidate knowledge of content, a reflection of standards met as well as a statement of how the artifact has prepared the candidate for middle level teaching roles may not be present; assessments of original work may not be present or may document work at the unacceptable level (or, in the case of content courses, below the 75%)</p>	<p>Acceptable (12) All areas for content certification are present; Grades in the content courses are included on the page with a listing of the number and title for each course (e.g., ENGL 3350 British Literature); at least one lesson plan created is posted from each appropriate content area and includes the plan, self-reflection, supplemental materials, and evaluation form(s); lesson and unit plans [not included elsewhere in the portfolio] evincing knowledge of content are present, including the plan, self-reflection, supplemental materials, and evaluation form(s); evaluation of lesson plans created for coursework are score at the acceptable level or above; at least one research project created for a content course is included and one additional artifact evincing content knowledge are included; both additional artifacts must include assessments at the acceptable level or above; each artifact includes a description [on the page] of the assignment/project, a reflection of standards met, as well as a statement of how the artifact has prepared the candidate for middle level teaching roles; artifacts originally assessed below the acceptable level must show extensive growth and improvement in order to score acceptable in the final portfolio</p>	<p>Target (15) All areas for content certification are present; Grades in the content courses are included on the page with a listing of the number and title for each course (e.g., ENGL 3350 British Literature); at least one lesson plan created is posted from each appropriate content area and includes the plan, self-reflection, supplemental materials, and evaluation form(s); additional lesson and unit plans [not included elsewhere in the portfolio] evincing knowledge of content are present, including the plan, self-reflection, supplemental materials, and evaluation form(s); evaluation of lesson plans created for coursework are scored at the target level (90% or better); at least one research project created for a content course is included and one additional artifact evincing content knowledge are included; both additional content artifacts must include assessments at the 90% or better level; each artifact includes a thorough description [on the page] of the assignment/project, a reflection of standards met, as well as a statement of how the artifact has prepared the candidate for middle level teaching roles</p>

IV. Candidate Knowledge of the Young Adolescent (NMSA 1) – 10 pts		
<p>Unacceptable (0) Research projects from EDML 4300 and shadow study from 4350 may not be included; a book talk or text/website review from LIST 4343 or EDML 4370 may not be included; a description [on the page] of the artifact as well as how the candidate has achieved knowledge of the young adolescent is either missing or fails to make clear the goal of the assignment/project or the knowledge of the candidate; original assessment or documentation of score may be absent; level of performance on original assessments was at the unacceptable level in most instances</p>	<p>Acceptable (8) Research projects from EDML 4300 and shadow study from 4350 are included; a book talk or text/website review from LIST 4343 or EDML 4370 is included; a description [on the page] of the artifact is included as well as how the candidate has achieved knowledge of the young adolescent; summary of young adolescent artifacts may not be articulated in a way that connects knowledge to each artifact presented; all original assessments of work (or, documentation of scores) must be present and show acceptable or higher level performance; artifacts originally assessed below the acceptable level must show extensive growth and improvement in order to score acceptable in the final portfolio</p>	<p>Target (10) Research projects from EDML 4300 and shadow study from 4350 are included; a book talk or text/website review from LIST 4343 or EDML 4370 is included; a thorough description [on the page] of the artifact is included as well as how the candidate has achieved knowledge of the young adolescent; all original assessments of work (or, documentation of scores) must be present and show target level performance</p>
V. Candidate Knowledge of Middle Level Philosophy and School Organization (NMSA 2) – 10 pts		
<p>Unacceptable (0) Not all of the following artifacts are present: EDML 4350 Research Project/Paper, : EDML 4350 Research Project/Paper, middle level organization simulations (i.e., flexible schedules and advisory programs), and one additional artifact evincing knowledge of middle level philosophy and school organization; each artifact may not include a description [on the page] including a link between the artifact and candidate knowledge; knowledge of middle level philosophy and organization fails to connect that knowledge to each artifact presented; original assessment or documentation of score may be absent; level of performance on original assessments was at the unacceptable level in most instances</p>	<p>Acceptable (8) The following artifacts are present: : EDML 4350 Research Project/Paper, middle level organization simulations (i.e., flexible schedules and advisory programs), and one additional artifact evincing knowledge of middle level philosophy and school organization; each artifact includes a description [on the page] including a link between the artifact and candidate knowledge; summary of middle level philosophy and organization artifacts may not be articulated in a way that connects knowledge to each artifact presented; all original assessments of work (or, documentation of scores) must be present and show acceptable or higher level performance; artifacts originally assessed below the acceptable level must show extensive growth and improvement in order to score acceptable in the final portfolio</p>	<p>Target (10) The following artifacts are present: EDML 4350 Research Project/Paper, middle level organization simulations (i.e., flexible schedules and advisory programs), and one additional artifact evincing knowledge of middle level philosophy and school organization; each artifact includes a thorough description [on the page] including a direct link between the artifact and candidate knowledge; all original assessments of work (or, documentation of scores) must be present and show target level performance</p>

VI. Candidate Ability to Plan Instruction (NMSA 3, 4, 5, 1, 2) – 15 pts		
<p>Unacceptable (0) The following artifacts may not be present: lesson plan with a focus on the ELL (BEEP 4384), lesson plan samples from methods courses as well as LIST 4343, at least one additional artifact which evinces ability to plan instruction; each artifact may not have an accompanying description [on the page]; the link between the artifact and candidate ability is somewhat ambiguous and/or missing; original assessment or documentation of score may be absent; level of performance on original assessments was at the unacceptable level in most instances</p>	<p>Acceptable (12) The following artifacts are present: lesson plan with a focus on the ELL (BEEP 4384), lesson plan samples from methods courses as well as LIST 4343, at least one additional artifact which evinces ability to plan instruction; each artifact includes a description [on the page] including a link between the artifact and candidate ability; the connection between each artifact and candidate ability may be somewhat ambiguous; all original assessments of work (or, documentation of scores) must be present and show acceptable or higher level performance; artifacts originally assessed below the acceptable level must show extensive growth and improvement in order to score acceptable in the final portfolio</p>	<p>Target (15) The following artifacts are present: lesson plan with a focus on the ELL (BEEP 4384), lesson plan samples from methods courses as well as LIST 4343, at least one additional artifact which evinces ability to plan instruction; each artifact includes a thorough description [on the page] including a direct link between the artifact and candidate ability; all original assessments of work (or, documentation of scores) must be present and show target level performance</p>
VII. Assessment of Candidate Student Teaching (NMSA 3, 5, 7, 1, 2, 3, 4, 6) – 15 pts		
<p>Unacceptable (0) The following artifacts may not be present: all informal and formal evaluations from year 2, and at least two benchmark evaluations from student teaching; a summary of each artifact is either missing or fails to provide a self-reflection of candidate ability as well as growth in ability and knowledge over time</p>	<p>Acceptable (12) The following artifacts are present: all informal and formal evaluations from year 2, and at least two benchmark evaluations from student teaching; a summary of each artifact is present and provides a self-reflection of candidate ability as well as growth in ability and knowledge over time</p>	<p>Target (15) The following artifacts are present: all informal and formal evaluations from year 2, and at least two benchmark evaluations from student teaching, a summary of each artifact is present and provides a comprehensive self-reflection of candidate ability as well as growth in ability and knowledge over time</p>

VIII. Candidate Effect on Student Learning (NMSA 3, 4, 5) – 15 pts		
<p>Unacceptable (0) The following artifacts may not be present: two lesson plans from each semester of year 2 [plan, formal evaluation, and reflection] and both curriculum units created during residency [evaluation forms and rubric included]; lesson plan summaries fail to adequately address candidate effect on student learning, and may not provide narrative reflection and/or quantitative evidence of student learning; units may not include an adequate section analyzing candidate effect on student learning by providing links between unit objectives, standards met, assessments given throughout the unit, as well as evidence of student learning; level of performance on original assessments was at the unacceptable level in most instances</p>	<p>Acceptable (12) The following artifacts are present: : two lesson plans from each semester of year 2 [plan, formal evaluation, and reflection] and both curriculum units created during residency [evaluation forms and rubric included]; lesson plan summaries specifically address candidate effect on student learning, providing at least some narrative reflection and/or quantitative evidence of student learning; units include a section analyzing candidate effect on student learning by providing links between unit objectives, standards met, assessments given throughout the unit, as well as evidence of student learning; all original assessments of work (or, documentation of scores) must be present and show acceptable or higher level performance; artifacts originally assessed below the acceptable level must show extensive growth and improvement in order to score acceptable in the final portfolio</p>	<p>Target (15) The following artifacts are present: two lesson plans from each semester of year 2 [plan, formal evaluation, and reflection] and both curriculum units created during student teaching[evaluation forms and rubric included]; lesson plan summaries specifically address candidate effect on student learning, providing narrative reflection and/or quantitative evidence of student learning; units include a thorough section analyzing candidate effect on student learning by providing links between unit objectives, standards met, assessments given throughout the unit, as well as evidence of student learning; all original assessments of work (or, documentation of scores) must be present and show target level performance</p>
IX. Candidate Understanding of and Engagement in Middle Level Professional Roles (NMSA 7) – 5 pts		
<p>Unacceptable (0) The following artifacts may not be present: textbook/website evaluations created in various courses (i.e., EDML 4370 and LIST 4343), field reflections from year 2, and at least five artifacts documenting professional roles; a summary of each artifact is either missing or fails to provides a self-reflection of candidate understanding of professional roles as well as growth in knowledge and participation over time; level of performance on original assessments was at the unacceptable level in most instances</p>	<p>Acceptable (3) The following artifacts are present textbook/website evaluations created in various courses (i.e., EDML 4370 and LIST 4343), field reflections from year 2, and at least five artifacts documenting professional roles; a summary of each artifact is present and provides a self-reflection of candidate understanding of professional roles as well as growth in knowledge and participation over time; all original assessments of work (or, documentation of scores) must be present and show acceptable or higher level performance; artifacts originally assessed below the acceptable level must show extensive growth and improvement in order to score acceptable in the final portfolio</p>	<p>Target (5) The following artifacts are present: textbook/website evaluations created in various courses (i.e., EDML 4370 and LIST 4343), field reflections from year 2, and at least five artifacts documenting professional roles; a summary of each artifact is present and provides a comprehensive self-reflection of candidate understanding of professional roles as well as growth in knowledge and participation over time; all original assessments of work (or, documentation of scores) must be present and show target level performance</p>
X. Candidate Understanding of and Engagement in Family and Community Involvement (NMSA 6) – 5 pts		

<p>Unacceptable (0) The following artifacts may not be present: a summary of The Developmentally Responsive Middle School Project [already included in section V; no need to re-attach], at least five artifacts documenting understanding of and engagement in family and community; a summary of each artifact is either missing or fails to provide a self-reflection of candidate understanding of family and community as well as growth in knowledge and engagement over time; level of performance on original assessments was at the unacceptable level in most instances</p>	<p>Acceptable (3) The following artifacts are present: a summary of The Developmentally Responsive Middle School Project [already included in section V; no need to re-attach], at least five artifacts documenting understanding of and engagement in family and community; a summary of each artifact is present and provides a self-reflection of candidate understanding of family and community as well as growth in knowledge and engagement over time; ; all original assessments of work (or, documentation of scores) must be present and show acceptable or higher level performance; artifacts originally assessed below the acceptable level must show extensive growth and improvement in order to score acceptable in the final portfolio</p>	<p>Target (5) The following artifacts are present: a summary of The Developmentally Responsive Middle School Project [already included in section V; no need to re-attach], at least five artifacts documenting understanding of and engagement in family and community; a summary of each artifact is present and provides a comprehensive self-reflection of candidate understanding of family and community as well as growth in knowledge and engagement over time; all original assessments of work (or, documentation of scores) must be present and show target level performance</p>
<p>100 possible Points/Score _____ (74 or Below pts=Unacceptable/ 75-89 pts=Acceptable/ 90-100 pts=Target)</p>		

Appendix A

M E M O R A N D U M

...from the Office of Human Resources

DATE: **March 4, 2011**

TO: **Campus Principals**

FROM: **Cicely Tuttle, Coordinator of Human Resources**

RE: ***Supervising Teachers for Student Teachers***

Quality teachers and effective schools are essential to students' learning. Not only is this core message crucial for present HEB ISD classroom teachers, but it is also something we want to instill in those individuals who desire to be future HEB ISD classroom teachers.

Most of us had a supervising teacher who, hopefully, made a positive and lasting impact on us as a "prospective teacher." Part of the responsibility that we have, as educators, is to invest in future teachers in the same way others invested in us.

The individuals who represent HEB ISD by supervising prospective teachers should be quality professionals who are exceptional in their grade level/subject area and who have a natural ability to mentor and train others. These individuals should be teachers you consider "models" for the teachers on your campus.

As the campus principal, you know what kind of teacher you want to "replicate" on your campus. Please approach those individuals and encourage them to consider serving in the role of supervising teacher for the upcoming school year. Included with this letter are application forms that should be completed by teachers you deem worthy of this role. Applications should be returned to you for your signature of approval.

All applications should be sent, via District Mail, to Cicely Tuttle in Human Resources no later than April 1, 2011.

CC: Mrs. Callie Hearne, Assistant Superintendent of Human Resources
 Ms. Lydia Scozzari, Assistant Superintendent of Elementary Administration
 Dr. Debbie Tribble, Assistant Superintendent of Secondary Administration



2011-2012 LETTER OF AGREEMENT

Name _____

Campus _____

Employee ID Number (six digits) _____

Highest Degree _____

Subject Area/Grade Level _____

Non-School Email _____

Years of Teaching Experience _____

Years of Experience in HEB ISD _____

Approximate number of student teachers you have previously supervised _____

Please provide the anticipated grade level/subjects you will be teaching next year:

(IF THIS ASSIGNMENT CHANGES AFTER FORM IS SUBMITTED, PLEASE EMAIL CHANGES TO CICELYTUTTLE@HEBISD.EDU.)

ELEMENTARY

Grade Level _____

Departmentalized? Yes No
Bilingual Program? Yes No

If yes, what subject(s) do you teach:

SECONDARY

Courses/subjects- 1st Semester/Trimester

How many sections? _____
How many sections? _____
How many sections? _____

Coach? Yes No
How many periods? _____

Courses/subjects- 2nd Semester/Trimester

How many sections? _____
How many sections? _____
How many sections? _____

Coach? Yes No
How many periods? _____

Courses/subjects- 3rd Trimester

How many sections? _____
How many sections? _____
How many sections? _____

Coach? Yes No
How many periods? _____

The signing of this form and its return to the Human Resources Office indicates a professional commitment on my part to the Student Teacher Program of HEB ISD. I understand that my campus administrator must approve me as a supervising teacher. In volunteering to serve in a supervisory capacity, I understand that I may be assigned a student teacher for the fall and/or spring semester; however, this does not guarantee that a student teacher will be placed under my supervision.

There is no additional pay for being a supervising teacher. However, as a profession, if we are to maintain teaching as a sought-after career option for others, we must continue to provide quality supervision for future teachers. These students need an opportunity to practice and develop their skills, and with the quality of professionals in our district, we can provide an excellent environment for them.

You received this form because your principal believes you would be an excellent candidate for supervising a student teacher(s) during the coming school year. Please return this form to your principal for his/her signature as soon as possible.

In agreeing to supervise a student teacher, I recognize that I am making a personal commitment to an individual desiring to enter the teaching profession. This entails the acceptance of additional responsibilities, which may be different from those of a classroom teacher. In accepting this role, I acknowledge my willingness to:

1. Attend annual ***Supervising Teacher Orientation on Tuesday, July 26, 2011***, as required by the District and universities for supervising teachers who are assigned student teachers for fall 2011 semester. ***(E-Training will be provided for those supervising teachers who are assigned student teachers for spring 2012 semester.)***
2. Explain to the students in my classes, in advance, the student teacher's role in the classroom.
3. Orient the student teacher to the school environment by providing information on school/district policies; regulations and procedures; by acquainting the student with the facilities; and by introducing the student to other staff members.
4. Learn alongside the student teacher in order to help him/her become an effective classroom teacher, while assuring that students achieve quality classroom instruction.
5. Become acquainted with the student teacher's academic background, strengths, and professional goals in order to help him/her discover what grade levels/subject areas for which he/she may be suited.
6. Work closely with the student teacher in the areas of assessment of student progress, lesson planning, utilizing District curriculum (i.e. Blackboard), and the other multiple responsibilities of a classroom teacher.
7. Accept each student teacher as an academically qualified professional who is seeking an appropriate experience to fulfill certification requirements and accept each student teacher as a unique individual to the extent that each is encouraged and assisted in developing his/her own teaching style.
8. Provide the student teacher progressively greater responsibility for teaching, beginning with short-term, specific tasks, within the guidelines set forth by the university from which the student comes.
9. Enter into a relationship that will encourage open communication, which is essential to the development of a professional attitude in the student teacher.
10. Offer professional assessment of the student teacher, with tactfulness, insight, and compassion.
11. Exhibit professional behavior and attitudes toward students, parents, community members, colleagues, administrators, the profession of teaching, teacher education programs, schools, and the Hurst-Euless-Bedford Independent School District.
12. Work closely with campus administrators and university personnel in identifying and developing strategies to solve problems related to the teaching effectiveness of a student teacher.
13. Meet weekly with the student teacher to discuss his/her progress informally. Provide any data required by the university in a timely manner.
14. Complete District ***Student Teacher Data Form*** at the end of each semester during which you supervise a student teacher and submit to Human Resources.
15. Report any student teacher issues which could interfere with student safety, classroom instruction or adherence to district/campus policy to campus administrator in a timely manner.

Teacher's Signature

Principal's Signature

I am recommending this teacher as a supervising teacher.