

The University of Texas at Arlington

College of Education
PARTNERS for the
FUTURE



Mid-Level Handbook Internship/Residency Information

Program Director:

Dr. Kim Ruebel

kruebel@uta.edu

812-272-7447 office

817-602-9278 cell

Mid-Level Faculty:

Mrs. Linda Denson	817-272-2831
Dr. Jon Leffingwell	817-272-2274
Dr. Kim Ruebel	817-272-7447
Dr. Joy Wiggins	817-272-098
Dr. Mary Lynn Crow	817-272-3339
Dr. Ann Cavallo	

Mary Glenn, Field Office Contact	817-272-2831
COED Advising	817-272-2956

coedadvising@uta.edu

Dr. Ruth Davis, Department Chair	817-272-7444
Dr. Jeanne Gerlach, Dean, COE	817-272-5476
Patty Motlagh, Director of Certification	817-272-2157

Pmotlagh@uta.edu

FOREWORD

Welcome to Internship and Residency! These are the culminating field experiences for undergraduate and graduate mid-level candidates at UTA. This is the time when we expect candidates to apply all of the professional knowledge, teaching skills, and attitudes they have developed during the teacher preparation program. During student teaching, you (as mentor) will be a part of a team which includes yourself, the candidate, and the university supervisor. With the support and guidance of team members, candidates will continue to build on their already strong foundation and prepare to become an effective professional educator.

Colleagues from the P-12 and university communities share a strong commitment to facilitating the candidate's successful student teaching experience. This field handbook has been designed to offer the mentor a structure that will clearly identify role responsibilities.

Kim K. Ruebel, Ph.D.
Director, Mid-Level Program
Office Phone: (817) 272-7447
Cell: 817-602-9278
E-mail: kruebel@uta.edu
FAX: (817) 272-2618

COLLABORATING SCHOOL DISTRICTS

Arlington Independent School District, www.aisd.net

Dallas Independent School District, www.dallasisd.org

Mansfield Independent School District, <http://www.mansfieldisd.org>

Fort Worth Independent School District, <http://www.fortworthisd.org>

GENERAL OVERVIEW

UNDERGRADUATES

Undergraduate mid-level candidates complete a year-long field experience. The first semester, called inquiry, is a fall internship that consists of two four-hour days in the field each week over the course of the university semester (e.g., usually, Tuesday and Thursday mornings, from eight to noon). Mid-level candidates complete approximately seven weeks in a fourth or fifth grade placement in one of their two content areas and then another seven weeks in a sixth, seventh, or eighth grade placement in the other of their two content areas. For example, an ELAR/SS candidate might complete one half of the semester in a fifth grade SS placement and the other half in an eighth grade ELA placement. Typically, candidates remain in one district for both placements, but do switch schools in order to complete the lower and upper grade placements.

The second (spring) semester, called residency, is what is typically referred to as student teaching. This semester will begin and end with the school district calendar (e.g., usually the first week of January until the last week of May). Candidates will continue in the same two placements, spending approximately ten weeks at each site and teaching a minimum of four weeks full-time at each placement.

GRADUATES

The residency practicum for graduate students is a 12-week experience in which a minimum of four weeks of full-time teaching must occur. Candidates who already have a position with a school district must register for the residency practicum (EDML 5315) in their final semester in order to complete the requirements for certification. All other candidates will register for EDML 5315 and make an application with the Field Office in order to be placed with a local district.

SAMPLE MID-LEVEL RESIDENT SEMESTER SCHEDULE

Residents keep the same hours as their mentor teacher(s). Residents are expected to participate in all activities that their mentor is involved in at the partner school. Activities may include: PTA meetings, open house, UIL, in-services, faculty meetings, ARD meetings, and parent conferences.

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

Week #1 Recommended duties include taking roll, distributing and collecting papers, grading and posting grades, assisting in the planning of lessons, copying and gathering instructional materials, individual tutoring, and small group instruction. Residents should present at least one lesson. Complete Weekly Report and discuss with mentor. * During week one the resident and mentor should jointly review this form.
Week #2 Resident will teach one class. Mentor teacher remains in the room to observe and provide feedback. Complete Weekly Report and discuss with mentor.
Week #4 Resident will teach three classes. Mentor teacher remains in the classroom to observe and provide feedback. Complete Weekly Report and discuss with mentor.
Week #5 Resident will teach four classes. Mentor teacher remains in the classroom to observe and provide feedback. Complete Weekly Report and discuss with mentor.
Week #6 Resident will teach five classes. Mentor teacher remains in the classroom to observe and provide feedback. Complete Weekly Report.
Week #7 Resident will assume all teaching responsibilities. Mentor teacher remains in the classroom to observe and provide feedback. Complete Weekly Report and complete the Speech Competency Form.
Week #8 Teach all classes. Complete Mid-Term Evaluation and conference to discuss progress. Complete Weekly Report and discuss with mentor.
Weeks #9-#10 Classes and responsibilities will be returned to the mentor teacher gradually each week. Mentor observes in selected classes and provides verbal feedback. Complete Weekly Reports and discuss with mentor.
LAST TWO WEEKS Resident observes in other classrooms. Final evaluation (End Benchmarks Form) conference with mentor occurs no later than this week. Complete Weekly Report and discuss with mentor.

MENTOR TEACHER REQUIREMENTS



Semester _____

I, _____, (mentor teacher) would like to be a part of preparing middle level teachers at my school. I have _____ years of teaching experience at grades 4-8. (Must have at least three years of teaching experience at grades 4-8.) In my classroom there is evidence of the following:

1. TAKS Instructional--Assessment Timeline
 - Evidence of teaching aligned with the TEKS for the appropriate benchmark time period.
 - Lesson plans which reflect implementation of appropriate TEKS.
2. Integration of a variety of strategies and materials relevant to subject areas.
 - Creative lesson planning.
 - Implementation of specific, as well as, general knowledge and application.
 - o Science - Implementation of at least 40% hands-on/minds-on instruction.
 - o Math - Use of multiple representations in solving mathematical problems.
 - o Social Studies - Simulations, games, student projects with media, investigation utilizing primary sources.
 - These may exclude texts and commercial material.
3. Excellent classroom management
 - Willingness to share the following:
 - o classroom procedures
 - o strategies for creating positive student behavior
 - o problem solving with difficult students
4. Real-world application of subject content to encourage student learning by relating content to the personal lives of the learner.
5. Teaching that responds to the adolescent learner characteristics and development.
6. A life-long learner, who is open to new ideas and who is willing to teach and to learn with the students.
7. Effective use of technology.
8. Exhibition of supportive and encouraging attitude when interacting with students and staff.
9. Mastery of content area and attendance at content specific professional development activities.
10. A willingness to help to prepare tomorrow's teachers.

_____,
Mentor

School

Date

MENTOR RESPONSIBILITIES

1. To prepare the classroom students to receive a professional co-worker.
2. To orient the student teacher to:
 - ◆ The students
 - ◆ The on-going program
 - ◆ The building facilities and resources
 - ◆ The personnel-special teachers, consultants, etc.
 - ◆ The school policies
 - ◆ Classroom management techniques
 - ◆ The nature of the community
 - ◆ The special features of problems of education in that locale
3. To provide a gradual induction to the teaching process by modeling appropriate planning and teaching.
4. To help the student teacher succeed by:
 - ◆ Monitoring effective use of time
 - ◆ Requiring written lesson plans in advance of teaching assignment
 - ◆ Creating a climate in which she/he is encouraged to self-evaluate as well as ask questions
 - ◆ Praising and encouraging
 - ◆ Keeping interactive lines of communications open
 - ◆ Discussing problems frankly, one at a time
 - ◆ Sharing professional experiences and materials
 - ◆ Capitalizing on the special interests, talents, and background of a student teacher in order to enrich the curriculum
 - ◆ Encouraging alternative teaching approaches and management techniques
5. To guide the student teacher as she/he plans, teaches, and evaluates her/his work by modeling lesson preparation and instruction.
6. To promote daily interactive discussions concerning the strengths and weaknesses of the student teachers effectiveness in the teaching-learning situation.
7. To help the student teacher implement recommendations received during daily evaluation sessions.
8. To confer with the university supervisor on a continuing basis. Performance problems should be identified and discussed with the university supervisor as early as possible. The university retains the ultimate responsibility for the final grade.
9. To write final evaluations of the student teacher and discuss them with her/him.
10. To arrange time for the student to confer with the university supervisors following a visit.
11. To free the student to attend all required seminars that are part of his/her clinical experience.
12. To guide the student teacher in making the transition from being a student to being a teacher and a professional.

Preparation before UTA Intern / Resident arrival

- ❖ Prepare your class. (Share biographical information and explain the purpose of the student teaching experience.) Make sure that the students understand the role and authority of the UTA student.

- ❖ Allow your students to participate in planning a "proper" welcome for the student teacher (bulletin boards, posters, biographical letters from students, etc.)
- ❖ Make arrangements with school personnel for the arrival of the UTA student. Is there a place to sign in the office? Is a parking sticker necessary?
- ❖ Plan to provide the UTA student with a place/area to call "home" (a work area, access to class materials, supplies, etc.)
- ❖ Obtain current address, phone number and e-mail information from the UTA student.

Information for the UTA Intern / Resident

- ❖ Provide the UTA student with an orientation packet containing parking information, campus map, class schedules, student and teacher handbooks (Code of Conduct), district and school calendars, class rolls and seating charts, and lesson plans for the first few days.
- ❖ Make arrangements for the UTA student to have access to textbooks, curriculum guides, teacher's guides, media and technology applications.
- ❖ Explain administrative procedures, classroom rules, management systems, library and computer lab procedures, and rules regarding office equipment (copy machine, laminator, die-cut tools, etc.) Tell the student how to obtain teacher resources.
- ❖ Provide the UTA student with information concerning what the students have been working on previously and currently. Explain short term and long term planning and goal setting.
- ❖ Explain and model safety drills.
- ❖ Explain procedures for calling in absences and substitute policies.

RECOMMENDED ACTIVITIES FOR MENTOR TEACHER

Date	Activity
_____	Conduct a tour of the building and introduce the resident to school personnel.
_____	Give the intern / resident a class list and daily schedule.
_____	Show the intern / resident where personal items may be kept.
_____	Inform the intern / resident of the housekeeping procedures, such as opening blinds seeing that cabinets, counters, and floors are neat.
_____	Explain school and classroom discipline policies and procedures.
_____	Provide opportunities for the intern / resident to assist with some clerical duties.
_____	Arrange opportunities for the intern / resident with some clerical duties.
_____	Acquaint the intern / resident with the grading system.
_____	Explain the quality of work expected of students in class work and homework.
_____	Allow the intern / resident to assist in checking student work and recording grades.

- _____ Have available copies of textbooks, lesson plan book, curriculum guides, and grade book for the intern / resident to review and use.
- _____ Acquaint the intern / resident with school and classroom policies for early arrivals and late dismissals.
- _____ Provide the intern / resident with the names of pupils with special activities.
- _____ Inform the intern / resident of procedures for getting students to special classes.
- _____ Acquaint the intern / resident with fire drill and emergency procedures.
- _____ Involve the intern / resident in special duty responsibilities.
- _____ Provide opportunities for the intern / resident to assist with individual and small group work.
- _____ Present carefully prepared demonstration lessons for the intern / resident to observe and analyze them together.
- _____ Share personal teaching materials with the intern / resident.
- _____ Share the Code of Conduct / Ethics (if available).
- _____ Allow the intern / resident to experience a parent conference.
- _____ Discuss behavior management techniques (both in and outside of the classroom).
- _____ Demonstrate and discuss the subtle classroom management techniques that work with your class. (Examples: eye contact, touch, careful planning, seating arrangement, etc.)
- _____ Teach computer grade and attendance systems to the intern / resident.

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 mentor is often the first line of communication to share that information.

The university 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. **Three different forms are presented on the following pages: (1) Performance Agreement; (2) Probationary Status; and (3) Termination of the Student Teaching Experience.**

A Performance Agreement is developed when difficulties have persisted with little consistent demonstration of improvement. The Agreement is developed to clarify concerns, the significance of the concerns and a timetable for monitoring anticipated progress. If appropriate progress is realized, the Performance Agreement does not limit student teacher's participation.

However, the absence of anticipated progress may lead to the development of probationary status.

It is possible to develop more than one Performance Agreement during the term.

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 student teaching may occur when suggestions from the Probationary Status Form 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 Probationary Status form. The form representing failure indicates the contributing factors and options for future academic enrollment by the student teacher.

FACTORS CONTRIBUTING TO LACK OF SUCCESS IN STUDENT TEACHING

1. Unacceptable language skills (written and/or oral)
2. Failure to select developmentally/individually appropriate student activities
3. Failure to implement developmentally/individually appropriate student activities
4. Failure to respond to student diversity
5. Failure to modify instruction to meet students' needs
6. Failure to assess student learning
7. Inaccurate content
8. Failure to demonstrate content skills
9. Failure to develop content connections
10. Failure to organize self, material, and/or content
11. Failure to engage students
12. Failure to ensure high level of student learning
13. Failure to integrate technology
14. Failure to use high quality questioning and/or discussion
15. Failure to select and/or implement appropriate teaching strategies
16. Unacceptable feedback to students
17. Failure to develop a positive learning environment
18. Failure to develop an environment of respect and rapport
19. Unacceptable classroom management
20. Unacceptable classroom procedures
21. Unacceptable organization of physical space
22. Failure to establish a culture for learning
22. Lacks professional judgment
23. Failure to demonstrate reflection skills
24. Unacceptable dress or appearance
25. Attendance problem
26. Punctuality problem
27. Lacks physical and/or mental fitness
28. Unethical behavior
29. Failure to plan and organize flexible groupings
30. Failure to participate in professional development
31. Unacceptable interactions or lack of interpersonal skills
32. Other (please specify)
33. Student voluntarily withdrew from course

PERFORMANCE AGREEMENT

A Performance Agreement is developed when difficulties have persisted with little consistent demonstration of improvement. The Agreement is developed to clarify concerns, the significance of the concerns and a timetable for monitoring anticipated progress. The form is developed in concert by the Mentor and University Supervisor. The University Supervisor will provide signed copies of the Agreement for the Candidate, Mentor, Department Chair, and Field Experience Office.

Name of Candidate:	
Academic Major:	
Name of School:	
Name of Mentor:	
Name of University Supervisor:	
Explanation of Specific Areas in Need of Improvement:	
Explanation of Timetable for Feedback to Student Candidate:	
Date(s) of next meeting(s) to discuss progress in areas of identified need:	
Signature of Candidate*	Date
Signature of Mentor	Date
Signature of University Supervisor	Date

*Candidate's signature indicates that the information in this form has been shared in a conference setting. The Candidate may choose to share additional information. If so, this information should be provided on a separate sheet of paper and made available to the University Supervisor within three days of the conference conclusion.

PROBATIONARY STATUS

Probationary status results when difficulties for the candidate 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. The meeting is conducted by the Director of Field Experiences. Expected attendees for the meeting are: Candidate, Mentor, University Supervisor, and the Director of Field Experiences. *The University Supervisor is responsible for completing this form.* Prior to this meeting, the University Supervisor and Mentor interact to develop responses requested on the form. At the meeting's conclusion, the University Supervisor is responsible for securing signatures. Signed copies of the completed form will be made available by the University Supervisor to the Candidate, Mentor, Principal, the Candidate's Department Chair and the Director of Field Experiences.

To the Candidate: This form serves as formal notification of your probationary status in the field. Acceptable progress in the area(s) of identified need is essential for your continuation in the field.

Name of Candidate:	
Academic Major:	
Name of School:	
Name of Mentor:	
Name of University Supervisor:	
<p>Factors that have contributed to your probationary status: (Identify factors that have contributed to this probationary status. Attach additional sheet(s) of information if necessary. A sheet of possible factors is provided for your reference, although you are not restricted to those factors. Along with the factor(s), provide documentation to support each entry.)</p>	
Date(s) of next meeting(s) to discuss progress in areas of identified need:	
Signature of Candidate*	Date
Signature of Mentor	Date
Signature of University Supervisor	Date

*Candidate's signature indicates that the information in this form has been shared in a conference setting. The Candidate may choose to share additional information. If so, this information should be provided on a separate sheet of paper and made available to the University Supervisor within three days of the conference conclusion.

FAILURE TO COMPLETE STUDENT TEACHING IN THE SEMESTER OF ENROLLMENT

The Director of Field Experiences conducts the meeting. *The University Supervisor is responsible for completing this form.* Prior to this meeting, the University Supervisor and Mentor interact to develop responses requested on the form. At the meeting's conclusion, the University Supervisor is responsible for securing signatures. Signed copies of the completed form will be made available by the University Supervisor to the Student Teacher, Mentor, Principal, the Candidate's Department Chair and the Director of Field Experiences.

To the Candidate: This form serves as formal notification of your termination in the field.

Name of Candidate:	
Academic Major:	
Name of School:	
Name of Mentor:	
Name of University Supervisor:	
<p>Factors that contributed to failure to complete the experience: (Identify factors that contributed to the experience not being completed within the initial period of enrollment. Attach additional sheet(s) of information, if necessary. A sheet of possible factors is provided for your reference, although you are not restricted to those factors. Along with the factor(s), provide documentation to support each entry. Note: In some instances with unusual circumstances, student teaching in a particular location is terminated but the experience is restructured to continue in a different location. When this occurs, several days are usually necessary to refine the decision and develop the structure for its implementation. Following the termination of a Student Teacher, a meeting is held to discuss future enrollment options. Expected attendees for the meeting are: Candidate, Mentor, University Supervisor, and the Director of Field Experiences.</p>	
Signature of Candidate*	Date
Signature of Mentor	Date
Signature of University Supervisor	Date

*Candidate's signature indicates that the information in this form has been shared in a conference setting. The Candidate may choose to share additional information. If so, this information should be provided on a separate sheet of paper and made available to the University Supervisor within three days of the conference conclusion

EVALUATING THE STUDENT TEACHER

Note: The Mentor completes several evaluations of the student teacher. Each of these is shared with the candidate and then channeled to the university supervisor. Evaluative feedback from your clinical supervisor is especially important. Ideas shared in the evaluations will help you to more clearly see and improve your teaching characteristics and overall performance.

Inquiry Semester

Each mentor will complete at least one informal and one formal observation of the candidate teaching a lesson. See forms.

Residency Semester

Each mentor will complete at least one informal and two formal observations of the candidate teaching a lesson. Since the candidate will be teaching at least four weeks, full time, there will be daily observations that result in discussion and/or notes for the candidate.

A written unit of approximately ten days is to be developed. It is evaluated in two ways. The written document is evaluated by both the mentor and university supervisor. See the unit description and rubric to follow.

Each mentor will complete the Benchmarks evaluation (with content addendum) at the end of the residency placement.

LESSON PLAN REQUIREMENTS

On the next several pages, you will find the standard lesson plan forms required for internship /residency. The following guidelines apply to preparation of lesson plans.

For REQUIRED Formal Evaluations of Lessons

Residents are to utilize the form provided for all lessons (ask candidate to view form), which will be formally evaluated, by mentor teachers or peers. Mentor teachers and peers evaluating lessons need to have a copy of the detailed lesson plan at least **48 hours** before the lesson is to be taught so that final revisions can be made if necessary before the actual teaching is done. The Reflection Form needs to accompany the lesson plans.

Inquiry/Internship Semester

The detailed lesson plan format should be utilized for all evaluated lessons. The lesson plan must be approved by the mentor teacher **48 hours** prior to the delivery of the lesson. The intern may implement and plan lessons according to the mentor teacher's directive for non-evaluated purposes.

Residency Semester

For lessons taught that are not being evaluated, the mentor teacher may require the more detailed lesson plan format until the mentor determines that the resident is utilizing appropriate lesson planning techniques. The mentor may allow the resident to use a more abbreviated lesson plan format. This is up to the discretion of the mentor and the resident will agree upon the abbreviated lesson plan format utilized. The Resident will use the detailed lesson plan for all evaluations completed by the assigned UTA Supervisor.

Unit

A unit of material for ten days of instruction is to be prepared. It should be maintained in a notebook separate from other written requirements. The basic components follow. Additional elements may be prescribed in the seminar syllabus. An electronic copy of the unit must be turned in to the university supervisor and/or methods professor(s) as well as posted to LiveText.

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:

This section contains only objectives for the unit. List objectives for the unit 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 above. 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); and
- 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.
- 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:

Two bibliographies are to be developed. One is devoted to student materials that will be used; the other represents teacher materials.

EVALUATING THE UNIT

The unit is evaluated in two ways. First, the written component is assessed. Approval of the written element, by the mentor and university supervisor, is a prerequisite for beginning to teach the unit. Unit evaluation forms follow.

Undergraduates

Fall Inquiry Semester – One five-day unit that encompasses two content areas – assessed in LA Methods course – not taught at the school site

Spring Residency Semester – Two units will be created – one per placement – unit must be 5-10 days in length – taught at the school site

Graduates

Residency Practicum (EDML 5315) – One ten-day unit created and taught at the school site

Unit Planning and Evaluation (for Mentor and University Supervisor)

Directions: Listed below are features to be included in the written unit. Evaluation of these features will be designated as Target, Acceptable or Unacceptable; the appropriate designation, T, A, or U will be placed in each space. Additional space below each item is provided for comments you may choose to make.

1. Has a thorough description of learners been provided?
2. Has a process been provided for stimulation of learner interest?
3. Do objectives reflect the consideration of different instructional levels?
4. Do instructional activities reflect different learning styles of students?
5. Have behavioral and academic expectancies been identified for students?
6. Is there a provision for review of previously considered content?
7. Have student-focused activities been established that provide appropriate opportunities for learners to practice or extend previous content or to generate new content?
8. Have provisions been made for linking content to relevant life experiences, to prior or future learning or through associations?
9. Have provisions been made for the inclusion of appropriate remedial and enrichment activities?
10. Have provisions been made for at least two formal assessments of learner performance?
11. Is more than one level of learning tested on each assessment?
12. Is more than one type of assessment format provided?

Describe strengths of the written unit. Share suggestions that you may have for improving the final written unit package that was submitted to you.

SUMMARY EVALUATION OF UNIT INSTRUCTION

Directions: This evaluation is intended to clarify your summary of the candidate's instruction of the entire unit.

A. Strengths of the unit.

B. Suggestions for inclusion and/or revision.

Signature of Mentor

Date

Signature of University Supervisor

Date

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.

MID-LEVEL CURRICULUM UNIT EVALUATION RUBRIC

The curriculum unit must be created and shared for review in LiveText

Develop a thematic 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. search engines used, information and resources found, and APA citations and web addresses for that information). 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 (see undergraduate/graduate length requirements) unit, including:
 - an overview of the calendar (using a calendar format)
 - a list of objectives/skills students will be expected to learn
 - lesson plans documenting activities, questions for discussion, stimulating anticipatory and culminating events, supplementary materials, etc.

COMPONENT	UNACCEPTABLE – 0 pts	ACCEPTABLE – 3 pts	TARGET – 5 pts
Length	Lesson plans made for less than four days of instruction (nine for graduate students)	Lesson plans made for four days of instruction (nine for graduate students)	Lesson plans made for five days of instruction (ten for graduate students)
COMPONENT	UNACCEPTABLE – 0 pts	ACCEPTABLE – 4 pts	TARGET – 5 pts
Unit/Lesson Objectives, Description of the Learners, & Calendar	Unit/Lesson objectives are lacking, not covering all levels of understanding (Bloom’s), and TEK standards are inaccurately referenced; a description of the classroom learners is insufficient; overview of the calendar for each day of the unit (use calendar format) may not be present	Unit/Lesson objectives are provided, adequately cover levels of understanding (Bloom’s), and TEK standards are accurately referenced in most instances; a description of the classroom learners is provided; overview of the calendar for each day of the unit (use calendar format) is present	Unit/Lesson objectives are provided, cover all levels of understanding (Bloom’s), and TEK standards are accurately referenced; a complete description of the classroom learners is provided; overview of the calendar for each day of the unit (use calendar format) is present
COMPONENT	UNACCEPTABLE – 0 pts	ACCEPTABLE – 1 pts	TARGET – 2 pts
Mechanics, Spelling and Punctuation	Many errors; not clear, lengthy or wordy and not well-written	Errors are present, but still readable; somewhat clear, and well-written	Relatively no or little errors; reflective of college level writing; clear, articulate, concise
COMPONENT	UNACCEPTABLE – 3 pts	ACCEPTABLE – 8 pts	TARGET – 10 pts
Content Knowledge	Candidate rarely demonstrates knowledge of a variety of teaching/learning strategies that respond to developmental characteristics of young adolescents (NMSA #1); candidate consistently designs inadequate lessons, failing to select materials that are challenging, integrative and student-centered (NMSA #3); candidate consistently fails to demonstrate a comprehensive depth and breadth of knowledge of relevant content and rarely makes connection among disciplines (NMSA #4); candidate consistently does not select instructional strategies that are challenging, sensitive, and developmentally responsive	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)		(NMSA #5)
COMPONENT	UNACCEPTABLE – 2 pts	ACCEPTABLE – 6 pts	TARGET – 8 pts
Professional and Pedagogical Knowledge, Skills and Dispositions	Candidate fails to demonstrate the ability to assess student achievement and is rarely able to articulate criteria for strategy selection (NMSA #3); candidate rarely demonstrates the ability to use content instruction and assessment strategies that are enriched by technology and literacy (NMSA #4); candidate rarely/never uses assessment to inform instruction (NMSA #5)	Candidate demonstrates the ability to assess student achievement and is able to articulate satisfactory criteria for strategy selection (NMSA #3); candidate demonstrates the ability to use content instruction and assessment strategies that are enriched by technology and literacy (NMSA #4); candidate uses assessment to inform instruction (NMSA #5)	Candidate demonstrates the ability to assess student achievement and is able to articulate clear and concise criteria for strategy selection (NMSA #3); candidate often demonstrates the ability to use content instruction and assessment strategies that are enriched by technology and literacy (NMSA #4); candidate consistently uses assessment to inform instruction (NMSA #5)
COMPONENT	UNACCEPTABLE – 4 pts	ACCEPTABLE – 8 pts	TARGET – 10 pts
Effect on Student Learning	Candidate does not seem to understand, utilize and/or articulate the middle level school curriculum; candidate does not always reference appropriate TEK standards (NMSA #3); candidate 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)	<hr/> Unacceptable = below 30 pts	<hr/> Acceptable = 30-37 pts	<hr/> Target = 38-40 pts

ATTENDANCE (POLICY GIVEN TO CANDIDATES)

Attendance at school is an especially important ingredient in your development as a teacher. It may also be a consequential point of consideration as your mentor and principal offer references to your prospective employer. As with punctuality, after three absences, your university supervisor completes a Probationary Status form. A fourth absence may result in the termination of your student teaching experience. Documentation of absences for excuses such as illness and family emergencies is the responsibility of the candidate. While written documentation is not required for each absence, it may become necessary to support the continuation of student teaching after three absences have accumulated. With the advent of a fourth absence, a decision is made relative to the status of your student teaching: continuation or termination of the experience.

STEPS TO FOLLOW WHEN YOU ARE ABSENT

Notifying others when you are absent is vital. Please make contact in the following order. Obviously, if you can't make contact with one, go on to the next. However, each person identified is to be contacted. When you are going to be absent, contact each of the following as soon as possible:

1. Your mentor at home or school;
2. Your university supervisor at home or UTA;
3. The school secretary (have that individual leave a message with the principal about your absence).

PUNCTUALITY

Meeting time-frames is an especially important part of teaching. For that reason, careful attention is given to timeliness. Each time you fail to meet a responsibility in a timely manner, your mentor notifies your university supervisor. The third failure to meet a time-frame presents a serious situation: Probation. After the third occurrence, your university supervisor will complete the Probationary Status form. Probation is a serious status. Failure to meet a time-frame on another occasion (a fourth time) may result in the termination of your student teaching experience.

What are some examples of time infractions? Arrival at school after the designated time is an obvious one. Turning in a lesson plan late is another example. Failure to have teaching materials ready for use is a third example. The possibilities are numerous. The message is simple---be on time.

TEACHING WHEN YOUR MENTOR IS ABSENT FROM SCHOOL

During the student teaching experience, there may be an occasion when your mentor 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 supervisor'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 mentor or principal should call your university 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.**

Middle Level Program – Inquiry/Residency - Formal Observation Form

*at least one per mentor during the Inquiry Semester
at least two per mentor during the Residency Semester
at least one by University Supervisor each Semester*

Intern / Resident (Circle One) _____

Mentor Name, School and Grade Level _____

Date of Observation _____ Time _____ Subject _____

**CLUSTER 1: Planning and Preparation for Learner-Centered Knowledge and Instruction
(See Lesson Plan Form A)**

1a: Demonstrating Knowledge of Content and Pedagogy (Content, Prerequisite Relationships, Content-Related Pedagogy)

1b: Demonstrating Knowledge of Students (Age Group, Varied Approaches to Learning, Skills and Knowledge, Interests and Cultural Heritage)

1c: Selecting Instructional Goals/Objectives (Value, Clarity, Suitability for Diverse Students)

1d: Demonstrating Knowledge of Materials, Resources, and Technology (Resources for Teaching, Resources for Students)

1e: Designing Coherent Instruction (Learning Activities, Instructional Materials, Resources, Technology, Instructional Groups, Lesson and Unit Structure)

1f: Assessing Student Learning (Congruence with Instructional Goals/Objectives, Criteria and Standards, Use for Planning)

Cluster 2: A Classroom Environment that Promotes Equity, Excellence, and Instruction
(Classroom Observation)

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

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

2c: Managing Classroom Procedures (Management of Instructional Groups, Management of Transitions, Management of Materials and Supplies, Performance of Non-instructional Duties, Supervision of Volunteers and Paraprofessionals)

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

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

Cluster 3: Instruction and Communication
(Classroom Observation)

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

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

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

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

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

POST-CONFERENCE:

UTA Supervisor/Mentor Signature

Date _____

Intern / Resident Signature

Date _____

Middle Level Program – Inquiry/Residency -Mentor/Supervisor Formal Observation
at least one per mentor during Inquiry/at least two per mentor during Residency
at least one by University Supervisor each Semester

Name of Intern / Resident (Circle One) _____

Mentor Name, School and Grade Level _____

Date of Observation _____ Time _____ Subject _____

1. Complete information at the top of this form.
2. Print and attach to lesson plan.
3. Deliver to mentor at least 48 hours prior to lesson delivery.

CLUSTER 1: PLANNING AND PREPARATION FOR LEARNER-CENTERED KNOWLEDGE AND INSTRUCTION

- | | | |
|--|-----|----|
| • Demonstrates knowledge of content and pedagogy (TEKS/TAAS Objectives listed and appropriate) | YES | NO |
| • Demonstrates knowledge of students | YES | NO |
| • Uses instructional goals and objectives (Curriculum appropriateness) | YES | NO |
| • Demonstrates knowledge of materials, resources and technology | YES | NO |
| • Uses coherent instruction (Transitions noted and subject material integrated) | YES | NO |
| • Assesses student learning (Informal, formal, verbal, written, participation or visual) | YES | NO |

COMMENTS:

CLUSTER 2: CLASSROOM ENVIRONMENT THAT PROVIDES EQUITY, EXCELLENCE, AND INSTRUCTION

- | | | |
|---|-----|----|
| • Creates an environment of respect (Body language, tone, manners) | YES | NO |
| • Establishes a culture for learning (Stated objectives and agenda, and reviewed prior knowledge) | YES | NO |
| • Manages classroom procedures (Delegated to students, instructions stated clearly) | YES | NO |
| • Manages student behavior (Expectations posted, consistent, verbal and non-verbal cues, and effective) | YES | NO |
| • Organizes physical space (Seating arrangement, location of visuals, safety, and cleanliness) | YES | NO |

COMMENTS:

CLUSTER 3: INSTRUCTION AND COMMUNICATION

- | | | |
|---|-----|----|
| • Communicates clearly and accurately (Usage, tone, written and oral, pace, and verbal and non-verbal cues) | YES | NO |
| • Uses questioning / discussion techniques (Critical thinking, logical sequence, frequency, and explanations) | YES | NO |
| • Engages students in learning (Frequency; whole group, small groups, individuals) | YES | NO |
| • Provides feedback to students (Positive; prompt; specific; and clear) | YES | NO |
| • Demonstrates flexibility and responsiveness | YES | NO |

COMMENTS:

POST-CONFERENCE SIGNATURES REQUIRED:

Mentor/UTA Supervisor

Intern / Resident Signature

Date

Middle Level Program – Residency –Benchmark Evaluation

One per mentor during the residency semester

Resident _____ UTA Supervisor _____

Mentor and School _____

What follows is a four-part assessment tool to assist the mentor in the evaluation of the Resident. Each of the parts (called “clusters”) is composed of components. For example, cluster one (“Planning and Preparation for Learner-Centered Knowledge and Instruction”) is composed of six components. Below each component is listed the elements that comprise that particular component.

Indicate the level of performance (1 – Below Standard, 2 – At Standard, 3 – Above Standard) for each component by circling the appropriate number. If a component is rated as below standard, circle the element(s) contributing to that rating (elements are listed below each component). In the action plan/comment space that follows, suggest ways that the resident can work on the below standard elements. Should a component or element not be observed at the point when the benchmarks are being completed, please check “not yet observed” next to the numerical indicators.

Proficiency Cluster One: Planning and Preparation for Learner-Centered Knowledge and Instruction

1a: Demonstrating Knowledge of Content and Pedagogy Content/Prerequisite Relationships/Content-Related Pedagogy	1	2	3NA
1b: Demonstrating Knowledge of Students Age Group/Varied Approaches to Learning/Skills and Knowledge/Interests and Cultural Heritage	1	2	3NA
1c: Selecting Instructional Goals/Objectives Value/Clarity/Suitability for Diverse Students	1	2	3NA
1d: Demonstrating Knowledge of Materials, Resources, and Technology Resources for Teaching/Resources for Students	1	2	3NA
1e: Designing Coherent Instruction Learning Activities/Instructional Materials, Resources/Technology/Instructional Groups/Lesson and Unit Structure	1	2	3NA
1f: Assessing Student Learning Congruence with Instructional Goals/Objectives/Criteria and Standards/Use for Planning	1	2	3NA

COMMENTS:

Proficiency Cluster Two: A Classroom Environment that Promotes Equity, Excellence, Instruction

2a: Creating an Environment of Respect and Rapport Teacher Interaction with Students/Student Interaction	1	2	3NA
2b: Establishing a Culture for Learning Importance of Content/Quality of Student Work/Expectations for Learning and Achievement	1	2	3NA
2c: Managing Classroom Procedures Management of Instructional Groups/Management of Transitions/Management of Materials and Supplies/Performance of Non-instructional Duties/Supervision of Volunteers and Paraprofessionals	1	2	3NA
2d: Managing Student Behavior Expectations/Monitoring of Student Behavior/Response to Student Behavior	1	2	3NA
2e: Organizing Physical Space Safety and Arrangement of Furniture/Accessibility to Learning and Use of Physical Resources	1	2	3NA

COMMENTS:

Proficiency Cluster Three: Instruction and Communication

3a: Communicating Clearly and Accurately Directions and Procedures/Oral and Written Language	1	2	3NA
3b: Using Questioning and Discussion Techniques Quality of Questions/Discussion Techniques/Student Participation	1	2	3NA

3c: Engaging Students In Learning	1	2	3NA
Activities and Assignments/Grouping of Students/Instructional Materials and Resources/Structure and Pacing			
3d: Providing Feedback to Students	1	2	3NA
Accurate/Substantive/Constructive/Specific/Timeliness			
3e: Demonstrating Flexibility and Responsiveness	1	2	3NA
Lesson Adjustment/Response to Students/Persistence			

COMMENTS:

Proficiency Cluster Four: Professional Development and Communication

4a: Reflecting on Teaching	1	2	3NA
Accuracy/Use in Future Teaching			
4b: Maintaining Accurate Records	1	2	3NA
Student Completion of Assignments/Student Progress in Learning/Non-instructional Records			
4c: Communicating with Families	1	2	3NA
Information about the Instructional Program/Information about Individual Students/Engagement of Families in the Instructional Program			
4d: Contributing to the School and District	1	2	3NA
Relationships with Colleagues/Service to the School/Participation in School and District Projects			
4e: Growing and Developing Professionally	1	2	3NA
Enhancement of Content Knowledge and Pedagogical Skill/Service to the Profession			
4f: Showing Professionalism	1	2	3NA
Service to Students/Advocacy/Decision Making			

COMMENTS:

PROFESSIONAL RESPONSIBILITIES ASSESSMENT

DOMAIN I: DESIGNING INSTRUCTION AND ASSESSMENT TO PROMOTE STUDENT LEARNING

- | | | | |
|---|---|-----|---|
| 1 | 2 | 3NA | The teacher understands human developmental processes and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs. |
| 1 | 2 | 3NA | The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students' learning. |
| 1 | 2 | 3NA | The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives. |
| 1 | 2 | 3NA | The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments. |

DOMAIN II—CREATING A POSITIVE, PRODUCTIVE CLASSROOM ENVIRONMENT

- | | | | |
|---|---|-----|--|
| 1 | 2 | 3NA | The teacher knows how to establish a classroom climate that fosters learning, equity, and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive. |
| 1 | 2 | 3NA | The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior. |

DOMAIN III—IMPLEMENTING EFFECTIVE, RESPONSIVE INSTRUCTION AND ASSESSMENT

- | | | | |
|---|---|-----|---|
| 1 | 2 | 3NA | The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts. |
| 1 | 2 | 3NA | The teacher provides appropriate instruction that actively engages students in the learning process. |
| 1 | 2 | 3NA | The teacher understands the effective use of technology to plan, organize, deliver, and evaluate |

instruction for all students.

- 1 2 3NA The teacher monitors student performance and achievement; provides students with timely, high-quality feedback; and responds flexibly to promote learning for all students.

DOMAIN IV—FULFILLING PROFESSIONAL ROLES AND RESPONSIBILITIES

- 1 2 3NA The teacher understands the importance of family involvement in children's education and knows how to interact and communicate effectively with families.
- 1 2 3NA The teacher enhances professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities.
- 1 2 3NA The teacher understands and adheres to legal and ethical requirements for educators and is knowledgeable of the structure of education in Texas.

Comments:

English/Language Arts/Reading 4-8

Domain I: Oral and written language study, inquiry, viewing, and representing; social studies content, foundations, skills, and instruction.

- 1 2 3NA Oral Language: Teachers of students in grades 4-8 understand the importance of oral language, know the development processes of oral language and provide a variety of instructional opportunities for students to develop listening and speaking skills.
- 1 2 3NA Foundations of Reading: Teachers of students in grades 4-8 understand the foundations of reading and early literacy development.
- 1 2 3NA Word Analysis Skills and Reading Fluency: Teachers understand the importance of word analysis skills (including decoding, blending, structural analysis, sight word vocabulary) and reading fluency and provide many opportunities for students to practice and improve their word analysis skills and reading fluency.
- 1 2 3NA Assessment of Developing Literacy: Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement instruction.

Domain II: Language Arts, Part II: Reading Comprehension, written language, study and inquiry, and viewing and representing

- 1 2 3NA Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach students strategies for improving their comprehension.
- 1 2 3NA Written Language: Teachers understand that writing is a developmental process and provide instruction that helps students develop competence in written communication.
- 1 2 3NA Study and Inquiry Skills: Teachers understand the importance of study and inquiry skills as tools for learning and promote students' development in applying study and inquiry skills.
- 1 2 3NA Viewing and Representing: Teachers understand how to interpret, analyze, evaluate, and produce visual images and messages in various media and to provide students with opportunities to develop skills in this area.
- 1 2 3NA Assessment of Developing Literacy: Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement instruction.

Comments:

Social Studies 4-8

Domain I: Social Studies Content

- 1 2 3NA History: The social studies teacher applies knowledge of significant historical events and developments, as well as of multiple historical interpretations and ideas, in order to facilitate student understanding of relationships between the past, the present, and the future.
- 1 2 3NA Geography: The social studies teacher applies knowledge of people, places, and environments to facilitate students' understanding of geographic relationships in Texas, the United States, and the world.
- 1 2 3NA Economics: The social studies teacher knows how people organize economic systems to produce, distribute, and consume goods and services, and uses this informed knowledge to enable students to understand economic systems and make informed economic decisions.
- 1 2 3NA Government: The social studies teacher knows how governments and structures of power function, provide order, and allocate resources, and uses this knowledge to facilitate student understanding of how individuals and groups achieve their goals through political systems.
- 1 2 3NA Citizenship: The social studies teacher understands citizenship in the United States and other societies, and uses this knowledge to prepare students to participate in our society through an understanding of democratic principles and citizenship practices.
- 1 2 3NA Culture: The social studies teacher understands cultures and how they develop and adapt, and uses this knowledge to facilitate student understanding of the social and environment consequences of scientific discovery and technological innovation.
- 1 2 3NA Science, Technology, and Society: The social studies teacher understands developments in science and technology, and uses this knowledge to facilitate student understanding of the social and environment consequences of scientific discovery and technological innovation.

Domain II: Social Studies Foundations, Skills, and Instruction

- 1 2 3NA The social studies teacher has a comprehensive knowledge of the social sciences and recognizes the value of the social sciences.
- 1 2 3NA The social studies teacher effectively integrates the various social science disciplines.
- 1 2 3NA The social studies teacher uses knowledge and skills of social studies, as defined by the Texas Essential Knowledge and Skills (TEKS), to plan and implement effective curriculum, instruction, assessment, and evaluation.

Comments:

Math 4-8

Domain I: Number Concepts

- 1 2 3NA The teacher understands number operations and computational algorithms.
- 1 2 3NA The teacher understands the structure of number systems, the development of a sense of quantity, and the relationship between quantity and symbolic representations
- 1 2 3NA The teacher understands ideas of number theory and uses numbers to model and solve problems within and outside of mathematics.

Domain II: Patterns and Algebra

- 1 2 3NA The teacher understands and uses mathematical reasoning to identify, extend, and analyze patterns and understands the relationships among variables, expressions,

equations, inequalities, relations, and functions.

- 1 2 3 NA The teacher understands and uses linear functions to model and solve problems.
- 1 2 3 NA The teacher understands and uses nonlinear functions and relations to model and solve problems.
- 1 2 3 NA The teacher uses and understands the conceptual foundations of calculus related to topics in middle school mathematics.

Domain III: Geometry and Measurement

- 1 2 3 NA The teacher understands measurement as a process.
- 1 2 3 NA The teacher understands the geometric relationships and axiomatic structure of Euclidean geometry.
- 1 2 3 NA The teacher analyzes the properties of two- and three-dimensional figures.
- 1 2 3 NA The teacher understands transformational geometry and relates algebra to geometry and trigonometry using the Cartesian coordinate system.

Domain IV: Probability and Statistics

- 1 2 3 NA The teacher understands how to use graphical and numerical techniques to explore data, characterize patterns, and describe departures from patterns.
- 1 2 3 NA The teacher understands the theory of probability.
- 1 2 3 NA The teacher understands the relationship among probability theory, sampling and statistical inference, and how statistical inference is used in making and evaluating predictions.

Domain V: Mathematical Processes and Perspectives

- 1 2 3 NA The teacher understands mathematical reasoning and problem solving.
- 1 2 3 NA The teacher understands mathematical connections within and outside of mathematics and how to communicate mathematical ideas and concepts.

Domain VI: Mathematical Learning, Instruction and Assessment

- 1 2 3 NA The teacher understands how children learn and develop mathematical skills, procedures, and concepts.
- 1 2 3 NA The teacher understands how to plan, organize, and implement instruction using knowledge of students, subject matter, and statewide curriculum Texas Essential Knowledge and Skills to teach all students to use mathematics.
- 1 2 3 NA The teacher understands assessment and uses a variety of formal and informal assessment techniques to monitor and guide mathematics instruction and to evaluate student progress

Comments:

Science

Domain I: Scientific Inquiry and Processes

- 1 2 3 NA The teacher understands how to manage learning activities to ensure the safety of all students.
- 1 2 3 NA The teacher understands the correct use of tools, materials, equipment, and technologies.
- 1 2 3 NA The teacher understands the process of scientific inquiry and the history and nature of science.
- 1 2 3 NA The teacher understands how science impacts the daily lives of students and interacts with and influences personal and societal decisions.
- 1 2 3 NA The teacher knows and understands the unifying concepts and processes that are common to all sciences.

Domain II: Physical Science

- 1 2 3 NA The teacher understands forces and motion and their relationships
- 1 2 3 NA The teacher understands physical properties of and changes in matter.
- 1 2 3 NA The teacher understands chemical properties of and changes in matter.
- 1 2 3 NA The teacher understands energy and interactions between matter and energy.
- 1 2 3 NA The teacher understands energy transformations and the conservation of matter and energy.

Domain III: Life Science

- 1 2 3 NA The teacher understands the structure and function of living things.
- 1 2 3 NA The teacher understands reproduction and the mechanisms of heredity.
- 1 2 3 NA The teacher understands adaptations of organisms and the theory of evolution.
- 1 2 3 NA The teacher understands regulatory mechanisms and behavior.
- 1 2 3 NA The teacher understands the relationships between organisms and the environment.

Domain IV: Earth and Space Science

- 1 2 3NA The teacher understands the structure and function of earth systems.
- 1 2 3NA The teacher understands cycles in earth systems.
- 1 2 3NA The teacher understands the role of energy in weather and climate.
- 1 2 3NA The teacher understands the characteristics of the solar system and the universe.
- 1 2 3NA The teacher understands the history of the earth system.

Domain V: Science Learning, Instruction, and Assessment

- 1 2 3NA The teacher has theoretical and practical knowledge about teaching science and about how students learn science.
- 1 2 3NA The teacher understands the process of scientific inquiry and its role in science instruction.

1 2 3NA

The teacher knows the varied and appropriate assessments and assessment practices to monitor science learning in laboratory, field, and classroom settings

Comments:

ACTION PLAN:

I, _____ recommend that _____:
Mentor UTA Resident

- _____ Receive an incomplete
- _____ Not be certified
- _____ Be certified with reservations
- _____ Be certified (RESIDENTS only)

Mentor Signature Date

* Resident Signature Date

*I have read and understand the above evaluation.

UTA Supervisor Date

Placement school _____

Grade/Subject Area _____ / _____

Middle Level Program – Inquiry/Residency - Speech Competency Form
--

(To be completed by the Mentor, as needed only)

Intern / Resident _____

Mentor and School _____

UTA Supervisor _____

This form is to be completed by the mentor teacher and submitted with the Mid Benchmarks Form. Mentors should initial each item to verify response.

REQUIRED COMPETENCIES:

_____ 1. The Intern / Resident is able to use correct spoken grammar including verb tense, pronouns, etc.

YES NO

_____ 2. The Intern / Resident is able to clearly enunciate sounds and words so that his/her students can clearly understand words and sentences.

YES NO

_____ 3. The Intern / Resident is able to correctly pronounce words, especially technical terms or names in the content area.

YES NO

_____ 4. The Intern / Resident is able to speak loudly enough so that his/her students can hear him/her, and at appropriate loudness for the size of the room.

YES NO

_____ 5. The Intern / Resident is able to speak at an appropriate speed or rate so that students can clearly understand him/her.

YES NO

_____ 6. The Intern / Resident is able to give clear verbal directions, descriptions, and explanations.

YES NO

_____ 7. The Intern / Resident is free of speech defects that would impair his/her ability to communicate clearly (such as lisping, stuttering, etc.), or is able to appropriately compensate for the defect.

YES NO

USEFUL COMPETENCIES:

_____ 8. The Intern / Resident is able to communicate with students using appropriate eye contact, gestures, and body movements.

YES NO

_____9. The Intern / Resident is able to communicate with students with appropriate enthusiasm, variation of tone, and expression.

YES NO

_____10. The Intern / Resident is able to communicate with his/her students with poise and self-confidence.

YES NO

_____11. The Intern / Resident is free of inappropriate verbal and body mannerisms which are distracting for students.

YES NO

_____12. The Intern / Resident makes consistent use of inclusive language (gender / culture).

YES NO

OVERALL COMMENTS / SUGGESTIONS:

Mentor Signature

Date

*Candidate Signature

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.

Middle Level Program – Inquiry/Residency - Request for Conference

(To be completed by the Mentor)

Intern / Resident _____

Mentor and School _____

UTA Supervisor _____

Date of Request _____ Conference Period Time _____ - _____

Room # _____

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

- | | |
|-----------------------------------|---|
| _____ Attendance | _____ Punctuality |
| _____ Appearance | _____ Professionalism and commitment |
| _____ Professional demeanor | _____ Responsibilities assigned to the resident |
| _____ Interpersonal communication | |
| _____ Other: Please specify _____ | |

Comments (optional) _____

Contact information:

Phone number: _____

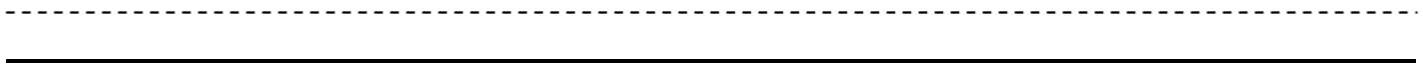
Fax number _____

Other number _____

E-Mail _____

Mentor signature _____

Date _____





Incident Report

Date			
Candidate	Last Name	First Name	UTA ID
COEd Faculty/Staff		Department	

PROGRAM: (Please indicate program and area if applicable)

<input type="checkbox"/> Undergraduate <input type="checkbox"/> EC-4 <input type="checkbox"/> Mid-level <input type="checkbox"/> Secondary <input type="checkbox"/> P12	<input type="checkbox"/> Graduate <input type="checkbox"/> Initial Certification <input type="checkbox"/> Ed Admin <input type="checkbox"/> Probationary Certification <input type="checkbox"/> Advanced Certification Program
---	--

I have a concern that the candidate has demonstrated unprofessional dispositions in one or more of the Core Values:

Demonstrates excellence			
	Meets stated expectations		Keeps timelines
	Attendance; punctuality		Sets goals
	Produces artifacts of practitioner evidence		Has appropriate hygiene/appearance
Participates in a student-centered environment and demonstrates respect for self and others			
	Uses appropriate and professional language		Supports learning environment
	Shows respect and consideration of others		
Uses research-based concepts			
	Has an awareness and accepts concepts		Identifies important trends in education
	Demonstrated interests in learning		Relates class discussions to current events
Participates in on-going collaboration with peer and professionals			
	Demonstrates kindness, fairness, patience, dignity and respect		
	Works effectively with others		Assists others
	Accepts assistance from others		Receives feedback and makes adjustment
Exhibits stewardship of diversity			
	Shows appropriate stewardship and tolerance to people, environments, and situations		
Advocates use of technology			
	Uses existing technologies in work		Tries emerging technologies
Field experience			
Life-long learning			
	Demonstrates learning improvement		Shows interest in the learning process

Please briefly describe the incident: