Instructor Information:

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Course Information:

Course Title: Secondary Student Teaching  
Course Number: EDUC 4647.002  
Semester: Fall, 2015  
Course Location and Time: Location: (Seminar dates: TBA )

Catalog Description
Supervised and directed student teaching in student’s targeted area of certification. The student will be assigned full time for the Independent School District calendar. Required seminars provide students with theory to integrate and apply during student teaching.

Required Textbook(s) and Materials:
http://www.uta.edu/coehp/academics/advising/fieldexperience/handbooks.php

- UTA Secondary Student Teaching Handbook
- UTA Cooperating Teacher Handbook
## TExES PEDAGOGY AND PROFESSIONAL RESPONSIBILITIES, EC-12

### DOMAIN I: DESIGNING INSTRUCTION AND ASSESSMENT TO PROMOTE STUDENT LEARNING

**Competency 001**
The teacher understands human developmental processes and applies this knowledge to plan instruction and ongoing assessment that motivates students and are responsive to their developmental characteristics and needs.

**Competency 002**
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.

**Competency 003**
The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.

**Competency 004**
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

**Competency 005**
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.

**Competency 006**
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

**Competency 007**
The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.

**Competency 008**
The teacher provides appropriate instruction that actively engages students in the learning process.

**Competency 009**
The teacher incorporates the effective use of technology to plan, organize, deliver, and evaluate instruction for all students.

**Competency 010**
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

**Competency 011**
The teacher understands the importance of family involvement in children’s education and knows how to interact and communicate effectively with families.

**Competency 012**
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.

**Competency 013**
The teacher understands and adheres to legal and ethical requirements for educators and is knowledgeable of the structure of education in Texas.
Learning Outcomes:
The goal of this course is to help candidates become classroom teachers who are successful in meeting the needs of all their students, who work well with colleagues and others in the school community, and who are dedicated to professional development. The learning experiences aim to foster understanding of ways to establish positive working relationships with students, manage a classroom, teach for mastery, and grow/succeed as a professional. Candidate’s use of discipline-specific instructional strategies and differentiated instruction should build on concepts and strategies learned throughout the education program. Evidence of fundamentals of instruction should be apparent in classroom assignments (i.e., Unit Plan and Lesson Plan). The course also aims to provide learning experiences that prepare prospective teachers to attain abilities that are part of the standards for teachers in Texas. Students will be observed regularly a minimum of nine times during their field experience by content and pedagogy experts. This course is part of the program leading to Secondary Teacher Certification in Texas. In attaining teaching certification, candidates must take the state mandated Texas Examination of Educator Standards (TexES). The standards that are the bases of this exam delineate what teachers understand and what teachers must do in the classroom. Students are expected to practice and master content-specific instructional strategies learned in their instructional strategies courses (e.g., EDUC 4342, 4343).

Attendance Policy:
At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, attendance is essential. Much of the "text" for this course will be presented through the discussion that takes place during class. Being punctual and not leaving early are also essential. Seminars missed will require your preparing a make-up assignment, and arriving late/leaving early also could lead to requiring a make-up assignment. Please be certain that your cooperating teacher knows the dates of seminars, and please do not assume teaching responsibilities at these times. Also, make arrangements to arrive at the seminars on time, regardless of weather and traffic conditions. Attendance for Student Teaching is imperative! Follow the handbook guidelines for absences in your field placement. Contact (Call) your Cooperating Teacher, email your UTA Supervisor, and follow the policies for the school at which you are placed.

Policies:
Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://wweb.uta.edu/aao/fao/).

Americans with Disabilities Act: The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the Americans with Disabilities Act (ADA). All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.
Title IX: The University of Texas at Arlington is committed to upholding U.S. Federal Law “Title IX” such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit www.uta.edu/titleIX.

Academic Integrity: Students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents’ Rule 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

Student Support Services: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

Electronic Communication: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.

Student Feedback Survey: At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit http://www.uta.edu/sfs.

Final Review Week: A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.
Emergency Exit Procedures: Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which will be identified for each seminar location. For example, for 02 University Hall exit to the right for through the doors to the stairwell to the ground floor or exit to the left and on the right will be external stairs. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

Emergency Phone Numbers: In case of an on-campus emergency, call the UT Arlington Police Department at 817-272-3003 (non-campus phone) or 2-3003 (campus phone). You may also dial 911.

Library Contacts:

- Library Home Page .................................................. [http://www.uta.edu/library](http://www.uta.edu/library)
- Subject Guides ......................................................... [http://libguides.uta.edu](http://libguides.uta.edu)
- Course Reserves ...................................................... [http://pulse.uta.edu/vwebv/enterCourseReserve.do](http://pulse.uta.edu/vwebv/enterCourseReserve.do)
- Connecting from Off-Campus ............................... [http://libguides.uta.edu/offcampus](http://libguides.uta.edu/offcampus)
- Ask A Librarian ....................................................... [http://ask.uta.edu](http://ask.uta.edu)

The following URL houses a page where we have gathered many commonly used resources needed by students in online courses: [http://www.uta.edu/library/services/distance.php](http://www.uta.edu/library/services/distance.php).

The subject librarian for your area can work with you to build a customized course page to support your class if you wish. For examples, visit [http://libguides.uta.edu/os](http://libguides.uta.edu/os) and [http://libguides.uta.edu/pols2311fm](http://libguides.uta.edu/pols2311fm). If you have any questions, please feel free to contact Suzanne Beckett, at [sbeckett@uta.edu](mailto:sbeckett@uta.edu) or at 817.272.0923.
The conceptual framework of the UT Arlington College of Education was developed collaboratively and has evolved over time. Following the identification of a set of core values held by all involved in the preparation of candidates enrolled in the College, members of the University, PK-12 districts, higher education institutions, and area business and foundation communities worked together to develop a shared vision for education.

All activities in the College are guided by the premise that we are Partners for the Future, committed to fostering critical, creative thinkers prepared to engage meaningfully in a dynamic society. This premise is characterized and distinguished by three core values: Professionalism, Knowledge, and Leadership. Research, Diversity, and Technology are themes woven throughout each core value. The College mission, core values, and themes serve as the coherent thread running through all professional programs, guiding the systematic design and delivery of clinical/field experiences, course curricula, assessments, and evaluation. The Conceptual Framework consists of six interrelated and interacting components, which are viewed as essential contexts for the shaping of informed, skilled, and responsible partners:

- **The first core value, Professionalism**, represents the contention that candidates develop an expertise and specialized knowledge of their field. A high quality of work, standard of professional ethics and behaviors, as well as work morale and motivation are all necessary factors of a developed interest and desire to excel in job performance.

- **The second core value, Knowledge**, represents candidate theoretical or practical understanding of a subject. In today's world, candidate knowledge includes not only academic content mastery, but also skills such as critical thinking, communication, technology literacy, and collaboration, each required for success in college, life, and career.

- **The third core value, Leadership**, represents candidate ability to organize, assist, and support others in the achievement of a common task. Candidates develop and refine their leadership skills within the context of their interactions with PK-20 students, curricula, faculty, and other professionals.

The additional three components of the model, Research, Diversity, and Technology, represent themes woven into the core values:
• **Research** encompasses the investigation of ideas and theories with the purpose of discovering, interpreting, and developing new systems, methods, and support for knowledge, behaviors, and attitudes.

• **Diversity** is an indispensable component of academic excellence. A commitment to diversity means a dedication to the inclusion, welcome, and support of individuals from all groups, encompassing the various characteristics of persons in our community such as race, ethnicity, national origin, gender, age, socioeconomic background, religion, sexual orientation, and disability.

• **Technology** is emphasized throughout all programs and is used to support and improve content delivery and student learning.

All components lead to the achievement of one goal–the development of informed and responsible Partners for the Future–who are committed to fostering analytical, innovative thinkers prepared to engage meaningfully in a dynamic society.
Seminar Topics for Student Teachers**

Seminars are tentatively scheduled: 1:00pm – 3:50pm. Expect 5-7 required seminars

**Attendance is mandatory** for all seminars!

There will be a minimum of 12 seminar hours addressing the following topics:
August 21 & 26
- Orientation for Student Teachers
- Review of Secondary Student Teacher Handbook
- Review of Cooperating Teacher Handbook
- Review of syllabus design and requirements
- Review Professional Dispositions and the Certification process
- Bring copies of your review assignment/scores for practice exams

*Other seminar topics include, but are not limited to:*
- Effective Instructional Strategies
- Classroom Management (Including such things as establish and reinforce classroom expectations, positive reinforcement, misbehavior, disruptive behavior, time management, manage materials and physical space, etc.)
- Data Management and Analysis of Daily and Cumulative (Summative and Formative) Assessments
- Safety
- Meeting the Needs of Diverse Learners (e.g., 504, Dyslexia, socio-economic level, etc.)
- Mental Health
- Professional Preparation

**Instructor reserves the right to change the schedule and topics to be covered. Seminars typically include large and small group discussion and collaboration.**

**Grading Policies:**

**Completion of Assignments**
Although it is unlikely to occur, the instructor reserves the right to make changes in the syllabus as deemed necessary. **Assignments must be completed by the due date listed in the syllabus or announced in class.** Remember, you are professionals. Just as principals expect you to turn in documentation on time, so do we! Please type all assignments unless specified otherwise. Use a 12 pt font. Single or double spacing can be used. Student name must be on pages submitted, and multiple pages must be stapled. When assignments are turned in on Blackboard, be sure to follow your professor’s instructions. Students must come to class prepared, as designated in the syllabus or announced in class. Also, of course, each student must act in a professional, courteous manner.

**Student Teaching Handbook and Seminars**
All student teachers must complete requirements stated in the Student Teaching Handbook and the assignments/requirements presented through the seminars. Although items do not receive letter grades, all requirements are mandatory for passing the course. **You must read both documents and review them with your Cooperating Teacher!**
Education 4647
Student Teacher Assignments/Reports

A detailed description of some assignments may be found at the end of the syllabus.

- The UTA Supervisor will grade weekly reports, teacher work samples, and lesson plans.
- Additional due dates and assignments will be set by the seminar instructor during the student teaching seminar.
- Policies and requirements of student teaching are provided in the Student Teacher Handbook and the syllabus (if applicable) for EDUC 4647 seminars.

Course Evaluation and Grading Scale: Pass or Fail

To pass the course, teacher candidates must:
  - Attend each student teacher seminar.
  - Meet all student teacher requirements (see handbook and supplemental handbook).
  - Successfully complete assignments at the expert or acceptable levels.

Assignments for this course include: *Keep an electronic copy of all material submitted.*

- Weekly Reports & Reflection (16 – 18 weeks)
- Teacher Work Sample
- 7 Lesson Formal Plans
- Mid & End Benchmarks (Completed by CT)
- Placement Schedule & Information (2)
- Seminar Attendance
- Policies Agreement
- Activities Report
- Speech Competency

Formal Lesson Plans with Cooperating Teacher/Supervisor/Peer Evaluation and Self-Assessment/Reflection

- Students are expected to create a lesson plan for each lesson they teach. This is done in collaboration with the Cooperating Teacher. However, only 7 lesson plans will be turned in to the Supervisor.
  - Many Cooperating Teachers (CT) encourage student teachers to teach more often than stated in the syllabus. It is expected that students will teach as often as they can—which entails regularly planning lessons with their CT, receiving ongoing feedback, and regularly delivering instruction.

- Students will be regularly observed a minimum of seven times by content and pedagogy experts.
  - Teacher candidates will be observed at least 9 times; a minimum of 5 will include a formal lesson plan.
  - 3 Formal Lesson Plans (LP) for each lesson observed by the UTA Supervisor
  - 3 Lesson Plans (Formal or Alternative, decision made by the Supervisor) for lesson plans observed by the CT
  - 1 Peer Lesson Plan (Formal or Alternative LP). A “peer” refers to a seasoned teacher, Dept. Chair, principal, etc. that can satisfactorily evaluate teaching and provide good, critical feedback. (A “peer” is not a student.)

- University Supervisors and Cooperating Teachers observe teacher candidates teach once every 3 – 5 weeks.
- Student feedback is provided orally and in written form for each observation. Daily verbal feedback is given by the Cooperating Teacher.
- All students are expected to apply (practice and mastery) content-specific instructional strategies as taught in previous courses (e.g., EDUC 4342, EDUC 4343).
- See Handbook or grading rubric which follows for lesson plan, evaluation and self assessment formats
- Note: The handbook suggests minimum requirements. The syllabus may require more than is stated.

Certification Exams:
Students must complete testing in subject area during the prior semester to be on track for the Student Teacher semester. Immediately notify your UTA Supervisor if you have not completed AND passed your content exam. In addition, you should be sure to check off completion of the following:

- Attendance at the orientation and seminars
- Practice PPR test taken.
- Review of practice PPR test submitted for those who did not score 80% or above on the practice test.
- Registration for TExES PPR test.
- If your TExES score is not passing, register for next TExES.

Student Teachers must complete the requirements stated in the handbook and the assignments/requirements presented through the seminars. There will be a penalty for work submitted after the due date, which may result in a failing grade. All written work must be submitted in a professional manner. All work must be submitted to Blackboard.
ASSIGNMENT DESCRIPTIONS

Blackboard: Each student teacher has access to Blackboard (BB) where handbooks and forms may be accessed. Student teachers will post Lesson Plans, Weekly Reports, and Formal Evaluations to BB as instructed throughout the semester.

➢ WEEKLY REPORT (18 weeks) (Part I - IV)

Description: To track experiences and allow for reflection during student teaching, candidates will submit weekly reports of their teaching and non-teaching activities. Candidates will complete in collaboration with the Cooperating Teachers.

<table>
<thead>
<tr>
<th>University of Texas at Arlington</th>
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<tr>
<td>Secondary Weekly Report Form</td>
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UTA Candidate __________________________
Cooperating Teacher ______________________
Campus/School__________________________
Weekly Report Number ____
Date ________

I. Student Teacher: Activity Log (Do not copy and paste from one day to the next or simply say “teaching.”)

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Summary of Activities</th>
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<tbody>
<tr>
<td>Monday</td>
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<td>Friday</td>
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II. Student Teacher: Review of responsibilities, goals, and challenges
- New responsibilities for the week:
- Reflection on my work this week:
- Goals for professional growth for next week:
- Support I need from my Cooperating Teacher:

III. Cooperating Teacher
- General Information
  a. Student lessons were well developed and instructional materials were prepared. Y or N or NA
  b. Student was present in my class each day for the entire day. Y or N
     If NO, explain: ______________________
  c. Student was on time each day. Y or N
  d. Student left at the appropriate time each day. Y or N
- Strengths shown this week:
- Goals for growth:
- Areas of concern:

IV. Reflective Essay (Optional by Supervisor)
Write a 300-500 word reflective essay in which you describe and analyze your experiences for the week. Your essay should include attention to your thoughts about the curriculum, instructional activities, assessment practices, classroom management, discipline, student diversity, student motivation, parent involvement, professional responsibilities of teachers, and/or legal/ethical issues in teaching, etc. You should not write about all of these topics every week; however, you should attend to most of these topics at some point during the semester. Each week should be an original composition in which you demonstrate that you are thoughtfully reflecting on your growth as a teacher and your understanding of the profession. Include the reasons behind your pedagogical, content, and behavioral decisions (metacognition).
### Weekly Report Grading Rubric:

<table>
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<th>Approaches Standard</th>
<th>Meets Standard</th>
<th>Exceeds Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submits Weekly Reports and Instruction and Assessment Log that do not follow format and/or show a lack of insights about teaching and non-teaching experiences.</td>
<td>Submits Weekly Reports and Instruction and Assessment Log that follow format and are developed with insights about teaching and non-teaching experiences.</td>
<td>Submits Weekly Reports and Instruction and Assessment Log that follow format and are well developed with expert insights about teaching and non-teaching experiences.</td>
</tr>
</tbody>
</table>

### TEACHER WORK SAMPLE (TWS): TK20 Assignment

This assignment will take place ideally in the first placement during. **Timing will be determined in collaboration with the CT. Teacher candidates must inform their Cooperating Teacher of this assignment immediately to begin planning this assignment.** Teacher candidates will provide a final report in which the data will be analyzed in written and graphic form and samples of student work (with the student names removed) will be provided. **Below are the instructions and rubric for this assignment.**

Teacher candidates are required to develop a mini-unit plan of study that demonstrates ability to plan for an instructional unit, to develop two or more lesson plans (LP) for that unit, to develop appropriate formative and summative assessments, and to analyze student learning as a class, across demographic groups (subpopulations), and individually. **The teacher candidate and the Cooperating Teacher must plan early in the first placement, even if the TWS project takes place is the second placement.**

The process for the learning assessment plan includes four steps: evaluating student demographic data, gathering evidence, analyzing evidence, and reflecting on evidence of student learning. Assessments plans will be evaluated based on a candidate’s ability to identify and analyze demographic data, develop criterion-based assessments, analyze data of student performance, use assessments diagnostically to determine when/if an intervention is needed, and reflect on evidence of student learning to determine the next steps of instruction for the class as a whole.

**For this assignment, candidates will select one class period in which to analyze evidence of student learning.** Candidates will select a minimum of three students for case studies. The assessments are to be used diagnostically to measure student learning. **Candidates will analyze student performance data as a class (holistically and demographically) and analyze data individually (case studies). The candidate will describe what was learned about the student, what was learned about the impact on student learning, and what will be changed for future instruction (including subsequent lessons in this unit of study).**

This mini-unit may be taught during the required two week teaching block in either placement. **The lessons included in this assignment will include two formal lesson plans, which may be observed by the UTA Supervisor and/or the Cooperating Teacher.**

**Please provide all of the requested information in one report. (See section “III. Final Report: Analyzing Evidence of Student Learning”)**

**I. Evaluating student demographic data:**

- Candidates will analyze the demographic data of their classroom to gain a better understanding of the learners who they teach.
- **Class AEIS Data:** Collect the following demographic data for the class period selected:
  - Chart/Graph: *(When AEIS data are not available at the classroom level, school data are acceptable as long it is labeled as such.)*
    - What is the ethnic breakdown of the classroom? (Percent)
    - What is the percentage of
      - LEP?
      - Special Education students?
      - “Free/reduced” lunch kids?
      - Gifted/talented students?
II. Gathering evidence of student learning:
   a. Candidates will develop a mini-unit plan consisting of 2 or more formal lessons, which may be observed.
   b. Candidates will develop assessments that include identical mini-unit pre- and post-tests as well as formative assessments for each individual lesson plan.
      - The pre-test and post-test must be identical.
      - For each assessment, develop criteria for which to evaluate the assessment instrument (Rubric).
         1. Evaluation criteria are performance indicators that demonstrate students’ knowledge, skills and/or ability targeted in a lesson.
         2. Assessments must be tied directly to the goals, objectives, state standards, and national standards (NCSS, NCTE, ACTFL, etc.) for each lesson.
         3. These can be represented in various ways (e.g., a rubric, points assigned to levels of learning, reasons for partial and full credit, etc.)
   c. First, administer a pre-test to assess students beginning knowledge. **Do not include student names on any work samples included in the report!**
   d. Next, teach the lessons in the mini-unit, which will include various forms of formative assessments. Candidates will collect artifacts (student work samples) that demonstrate one of each expert, acceptable, and unacceptable levels of learning in each lesson for each assessment. **Do not include student names on any work!**
      - Artifacts acceptable for analysis include, but are not limited to: video table of student work, individual activities (graphic organizers, writing samples, etc.), student portfolio, and quizzes. The formative assessments used in the lessons must be congruent (directly tied) to the overall goals and objectives for the unit, thus tied to the pre- and post-tests.
      - Include copies of the artifacts with a description of why they were identified as expert, acceptable, and unacceptable.
      - Note: These assessments should give the candidate an idea of how students are progressing and learning the knowledge, skills, and abilities targeted in each lesson.
   e. Continue on-going assessment of student learning. Select 3 students to analyze for individual performance. Determine if specific concepts need to be retaught. Explain how these key concepts were addressed. Explain your findings and action in a 1-2 paragraphs (150 – 300 words).
   f. Finally, administer a post-test to assess student learning for the unit of study. **Do not include student names on any work!**

III. Final Report: Analyzing evidence of student learning (What to turn in for credit!)
   a. Candidates will analyze data in a clear, thoughtful, and organized format using both charts/graphs and a written (essay) analysis.
   b. Part I: Heading
      - Include: Name, certification program (e.g., 7 – 12 ELAR, All-Level Art), mini-unit plan topic and/ or title
   c. Part II: Class Demographic Data
      - Graph of the following data: Ethnicity, LEP, Special Education, Free & Reduced Lunch, Gifted/Talented Students.
   d. Part III: Mini-Unit Plan
      - Create an outline that identifies the mini-unit goals and lessons. Lessons include standards, objectives, procedures, and assessments that connect to the mini-unit goals.

Example Mini-Unit Plan Outline:
   I. Mini-Unit Plan Goals
   II. Pre-Assessment (Description)
   III. Lesson 1: [Title here]
      a. Quick overview
      b. Standards (National and State)
      c. Objectives
      d. Assessments (Provide title and short description that includes purpose and expected outcome. Assessments must directly tie to learning objectives and selected state standards.)
IV. Lesson 2: [Title here]
   a. Quick overview
   b. Standards (National and State)
   c. Objectives
   d. Assessments (Provide title & short description; include purpose/expected outcome. Assessments must directly tie to learning objectives and selected state standards.)

V. Lesson 3 or more — copy above pattern

VI. Post-Assessment (Description)

e. Part IV: Copies of Assessments and Rubrics or Key
   • Provide a copy of each assessment administered during the mini-unit.
   • Pre- and Post-Assessment: Provide a copy of each assessment and the key. (A copy of just one is not sufficient.)
   • Lesson Assessments: Identify the lesson in which each assessment was administered. Provide a rubric for each.

f. Part V: Student Artifacts
   • Provide student work samples that represent unacceptable, acceptable, and expert levels for EACH assessment listed in Part IV. (Remove student names.)
   • Provide a short explanation why the samples are examples for each level of performance based on the given rubric, including the artifact name, purpose/role of artifact in the lesson, and reasons why the artifact represents the indicators at different levels of performance.

g. Part VI: Assessment Description, Visualization, and Analysis
   • Describe how each assessment is tied to the lesson and unit objectives and state standards (TEKS).
   • Pre- and Post-Test Scores
     1. Using a chart/graph, display both pre- and post-test scores for the class as a whole. Remove students’ names. Identify the three students who are included in the case study.
     2. Write two or more paragraphs (250+ words) to analyze the data:
        • Identify student levels of learning for key concepts (learned/did not learn).
        • Discuss changes in student performance.
        • Analyze any changes in teacher behavior based on student performance data.
        • Evaluate class data (holistically and demographically) — include changes over time.
        • Evaluate data individually by case study — include changes over time.
        • Explain what you learned from the data.
   • Formative Assessments
     1. Write a paragraph (150 – 200 words) analyzing the data for each assessment. Include how the formative assessment impacted the process of evaluating student learning.

h. Part VII: Analysis of Individual Student Learning
   • Continue on-going assessment of student learning. Analyze the individual performance of the 3 students selected as a case study. Explain how you used the assessments diagnostically to address their learning needs (either additional help or more rigorous challenges). Determine if specific concepts need to be retaught. Explain how these key concepts were addressed. Explain your findings and action in 1-2 paragraphs (150 – 300 words).

i. Part VIII: Written Report (Reflection)
   • Candidates will write a reflection of their experience assessing students learning. Interpret the results of the data displayed. Evaluate performance using demographic data as well. Describe the next steps to take for the class as a whole and, individually, for the students analyzed in this assignment. (Be sure to address each lesson and the mini-unit plan overall.) Explain how the next steps you have described are the result of your analysis. (Approximately 500 -750 words)
<table>
<thead>
<tr>
<th>Part</th>
<th>Heading</th>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Expert</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>Candidates included a complete heading: Name, Certification Program, Chapter/Unit Plan, &amp; Topic</td>
</tr>
<tr>
<td></td>
<td>Classroom Data</td>
<td>-</td>
<td>-</td>
<td>Selected one class period to be analyzed</td>
</tr>
<tr>
<td></td>
<td>Evaluation of Classroom Data</td>
<td>Candidate provided a chart/graph with some of the required school demographic data. The chart lacked clarity and/or organization.</td>
<td>Candidate provided a mostly clear chart/graph with most of the required school demographic data.</td>
<td>Candidate provided a clear and organized chart/graph with all of the required classroom demographic data.</td>
</tr>
<tr>
<td>II</td>
<td>Chapter or Unit Plan Outline</td>
<td>Candidate provided a Chapter or Unit Plan outline that includes some of the required information.</td>
<td>Candidate provided a somewhat clear, concise Chapter or Unit Plan outline that includes most the required information.</td>
<td>Candidate provided a clear, concise Chapter/Unit Plan outline that includes required information (See sample outline)</td>
</tr>
<tr>
<td></td>
<td>Criteria-based Assessments (Pre-/Post-Test)</td>
<td>The evaluation criteria were not clearly tied to unit &amp; lesson objectives, state and national standards.</td>
<td>The evaluation criteria were mostly tied to unit &amp; lesson objectives, state and national standards.</td>
<td>The evaluation criteria were clearly tied to the unit &amp; lesson objectives, state and national standards.</td>
</tr>
<tr>
<td></td>
<td>Assessments, Rubrics, and Keys</td>
<td>Candidate provided a copy of some assessments, complete with performance indicators. Assessments were also labeled w/ the lesson title.</td>
<td>Candidate provided a copy of most assessments, complete with performance indicators. Assessments were also clearly labeled w/ the lesson title.</td>
<td>Candidate provided a copy of all assessments, complete with performance indicators. Assessments were also clearly labeled w/ the lesson title.</td>
</tr>
<tr>
<td></td>
<td>Formative Assessments Performance Indicators</td>
<td>The performance indicators were not clearly identified using a rubric or key for full or partial credit.</td>
<td>Most of the performance indicators were identified using a rubric or key for full or partial credit.</td>
<td>All performance indicators were clearly identified using a rubric or key for full or partial credit.</td>
</tr>
<tr>
<td></td>
<td>Student Work Samples (Artifact)</td>
<td>Candidate provided artifacts that demonstrate each level of performance for some assessments, which were poorly labeled.</td>
<td>Candidate provided artifacts that demonstrate each level of performance for most assessments. Assessments were labeled adequately.</td>
<td>Candidate provided artifacts that demonstrate each level of learning for assessments, which were clearly labeled to identify the lesson and assessment which it represents.</td>
</tr>
<tr>
<td></td>
<td>Artifact Explanation</td>
<td>Lacks or poorly identifies and explains the purpose/role of artifact in the lesson and reasons why the artifact represents the indicators at different levels of performance.</td>
<td>Provides some identification and explanation the purpose/role of artifact in the lesson and reasons why the artifact represents the indicators at different levels of performance.</td>
<td>Clearly identifies and explains the purpose/role of artifact in the lesson and reasons why the artifact represents the indicators at different levels of performance.</td>
</tr>
<tr>
<td></td>
<td>Pre-/Post Assessment (Test)</td>
<td>-</td>
<td>-</td>
<td>Pre-/post-tests were identical.</td>
</tr>
<tr>
<td></td>
<td>Test Administered</td>
<td>-</td>
<td>-</td>
<td>Pre-/post-tests were administered.</td>
</tr>
<tr>
<td>Part VI: Assessment Description, Visualization, and Analysis (Continued)</td>
<td>Unacceptable</td>
<td>Acceptable</td>
<td>Expert</td>
<td></td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td>Pre- and Post-Test Score Evaluation</td>
<td>A limited side-by-side comparison of students’ pre-/post-test performance on a chart/graph was displayed and labeled.</td>
<td>A mostly clear side-by-side comparison of students’ pre-/post-test performance on a chart/graph was displayed and appropriately labeled (including a title, x/y-axis).</td>
<td>A clear side-by-side comparison of students’ pre-/post-test performance on a chart/graph was displayed &amp; correctly labeled (including a title, x/y-axis).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Separate pre- and post-assessments analysis was limited.</td>
<td>Candidate adequately analyzed the pre-/post-assessments separately.</td>
<td>Candidate clearly analyzed the pre- and post-assessments separately.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assessment data analysis included limited/poor examples using demographic data.</td>
<td>Assessment data analysis included most demographic data.</td>
<td>Assessment data analysis included demographic data clearly.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Comparing Data:</strong> Candidate provided a limited/unclear analysis of the changes (or lack thereof) in student learning. A limited discussion regarding changes in the data, lessons learned, and indications regarding student learning was included.</td>
<td><strong>Comparing Data:</strong> Candidate provided a mostly clear and organized analysis of the changes (or lack thereof) in student learning. A discussion regarding changes in the data, lessons learned, and indications regarding student learning was included.</td>
<td><strong>Comparing Data:</strong> Candidate provided a detailed analysis of the changes (or lack thereof) in student learning. A thorough discussion regarding changes in the data, lessons learned, and indications regarding student learning was included.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Case Study:</strong> Candidate provided a limited analysis of the performance of the three case studies (students selected for this study) with a limited discussion regarding what was learned from the data.</td>
<td><strong>Case Study:</strong> Candidate provided a mostly clear analysis of the performance of the three case studies (students selected for this study) with a discussion regarding what was learned from the data.</td>
<td><strong>Case Study:</strong> Candidate provided a clear analysis of the performance of the three case studies (students selected for this study) with a discussion regarding what was learned from the data.</td>
<td></td>
</tr>
<tr>
<td>Formative Assessment</td>
<td>Analysis somewhat demonstrates candidate’s ability to evaluate student data by measuring the difference between the performance on the summative and formative assessments.</td>
<td>Analysis mostly demonstrates the candidate’s ability to evaluate student data by measuring the difference between the performance on the summative and formative assessments.</td>
<td>Analysis demonstrates candidate’s ability to clearly evaluate student data by measuring the difference between the performance on the summative and formative assessments.</td>
<td></td>
</tr>
<tr>
<td>VII: Analysis of Individual Student Learning</td>
<td>Analyzing Case Studies (Data from the 3 students selected for the study)</td>
<td><strong>Case Study:</strong> The individual performance of the three students was analyzed diagnostically in a limited way. Interventions were poorly explained.</td>
<td><strong>Case Study:</strong> The individual performance of the three students was analyzed diagnostically to determine if and when an intervention was needed. Interventions were clearly explained.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Written Report (Reflection)</td>
<td><strong>Comparing Data:</strong> Candidate does not demonstrate the ability to understand their impact on student learning through analyzing the student performance data, analyzing his/her personal behavior, and offering feedback to students.</td>
<td><strong>Comparing Data:</strong> Candidate satisfactorily demonstrated the ability to understand his/her impact on student learning through analyzing the student performance data, analyzing his/her personal behavior, and offering feedback to students.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Comparing Data:</strong> Candidate demonstrated the ability to understand his/her impact on student learning through analyzing the student performance data, analyzing his/her personal behavior, and offering feedback to students.</td>
<td><strong>Comparing Data:</strong> Candidate demonstrated the ability to understand his/her impact on student learning through analyzing the student performance data, analyzing his/her personal behavior, and offering feedback to students.</td>
<td><strong>Comparing Data:</strong> Candidate demonstrated the ability to understand his/her impact on student learning through analyzing the student performance data, analyzing his/her personal behavior, and offering feedback to students.</td>
<td></td>
</tr>
</tbody>
</table>
FORMAL LESSON PLAN AND SELF-ASSESSMENT/REFLECTION

* To be completed for UTA Supervisor observations and as otherwise directed by the UTA Supervisor.

Directions: Students will create lesson plans that reflect knowledge of content and knowledge of appropriate content specific instructional strategies and assessments practices for Grade 7 – 12 learners. Expectations for this assignment include instructional strategies based on research such as entities like the Institute of Education Sciences. Students are expected to practice discipline specific instructional strategies learned from courses in their teacher preparation program.

Write the lesson as if you telling providing step-by-step instructions to someone who has never taught or worked with students before. Do not use first person (I, me, etc.). Use imperative sentences. When writing the lesson, pay close attention to the format. Be sure that your lesson plan is easy to read and that you have indented and used appropriate spacing.

1. Background Information

<table>
<thead>
<tr>
<th>University of Texas at Arlington</th>
<th>Secondary Lesson Plan and Self-Assessment Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>UTA Candidate: __________________</td>
<td>School: __________________</td>
</tr>
<tr>
<td>Cooperating Teacher: ____________</td>
<td>Grade Level: ____________</td>
</tr>
<tr>
<td></td>
<td>Subject: __________________</td>
</tr>
<tr>
<td>Lesson Topic: __________________</td>
<td>Date of Lesson: __________</td>
</tr>
<tr>
<td>Approximate Duration of Lesson:</td>
<td>__________________</td>
</tr>
</tbody>
</table>

1. Lesson Overview (150-200 words)
   a. Describe the content and the skills to be taught in this lesson. Some background information may be included. Explain the purpose of the lesson.
   b. Describe your reason for selecting the teaching strategies that are used in this lesson. (This means that you need to demonstrate your ability to think like a teacher and to show your careful consideration of the appropriate pedagogical activities and instructional decisions to best teach the key concepts in the lesson.)

2. Standards, Objectives, Resources (Materials, Technology, and Vocabulary)
   a. TEKS: Write out the specific learning standard provided in the Texas Essential Knowledge and Skills (TEKS) document provided by the Texas Education Agency (TEA).
      i. Only select the TEKS that identify the main ideas of the lesson. Do not select too many. (Social Studies must include at least one TEKS from the Social Studies Skills strand and another from a different strand.)
      ii. Write the standard as it appears in the TEA document, with appropriate indentation.
   b. English Language Arts Proficiency Standards (ELPS):
      i. Write out the specific standards as it appears in the TEA document.
      ii. First, select the TEKS. Next, write the learning objective. Third, determine the appropriate assessment. Fourth, select the best ELPS(s) that address the assessment(s).
   c. National Standards:
      i. Write out the specific standards. (See the national teaching organization affiliated with your discipline. ELAR, Social Studies, History, or LOTE students use the addendums provided at the end of this assignment.)
   d. Learning Objective(s) (Must be behavioral/ measurable and directly linked to the learning standards)
      i. Learning objectives are to tell the reader what students will be able to know and do as a result of the lesson.
      ii. Provide a bulleted list of measurable objectives that are tied directly to the TEKS selected.
      iii. Objectives must be measurable (i.e. define, list, compare, discuss, etc.). Words like “understands” or “know” are not measurable—meaning they do not tell the reader what students will specifically be able to know and do.
      iv. Objectives must include the expected performance and criterion.
   e. Language Objective(s)
i. Directly linked to the ELPS.
ii. Resource: ELPS at a Glance by El Saber Enterprises. www.elsaberenterprises.com. (This small, narrow flip chart is available in the bookstore.)

f. **Materials Needed:** (Bulleted List)
   i. If you use a video or music, provide the title and link (if Online).
   ii. List materials for both the teacher and students.
   iii. If you use handouts, provide the name of the handout (i.e., Handout: Outline Map of Africa). Do not just say “handouts.”

g. **Technology Needed:** (Bulleted List)
   i. Provide a rationale statement. (Explain why this technology is necessary and important to the teaching of the lesson.)

h. **New Vocabulary**
   i. List the new vocabulary (academic and other) the students will encounter in the lesson. (These words should be previewed at some point during the lesson.)
   ii. Suggestion: Identify cognates for the English Language Learners (ELL). Cognates are words that have the same root words, or linguistic derivation (e.g., Correct and Correcto).

### 3. Assessment/Evaluation Overview (Should directly connect to learning objectives and standards)

a. Explain the summative and/or formative assessments used in the lessons. *This should be a description of the assessment(s) and the expectations of students’ performance for the assessment(s). Be sure to address how the assessment(s) will help the students’ retention of content.*

b. List or identify formative and/or summative assessment(s) for the lesson plan.

c. *For each identified assessment, the instructions will be compared to the learning objectives and TEKS to determine whether the TEKS are adequately assessed as indicated by the objectives.*

### 4. Procedures—The Development of Topic and Practice of Knowledge and Skills

a. **Requirements to Keep in Mind:**
   i. Provide clear, specific, sequential steps that the teacher will follow when teaching the lesson. These steps, or procedures, should be in a bulleted format.
   ii. Design and ask deep guiding questions that require students to explain what they know (e.g., “why,” “how,” “what if,” etc.), as appropriate, to scaffold student learning and to check for understanding. Use either Bloom’s Taxonomy or Costa’s Levels of Questioning.
   iii. Identify specific instructional strategies (e.g., AVID strategies, cooperative learning strategies, etc.) when they occur in the lesson.
   iv. Checks for understanding should occur regularly throughout the lesson. Identify how you will check for understanding in each part of your lesson. Asking guiding questions is one way to check for understanding.
   v. **Include the following in your instructions:**
      1. Combine visual and verbal presentation of content.
      2. Alternate between demonstrating how to think critically (e.g., problem solving, predicting, etc.) and asking students to critically analyze in same way demonstrated by the teacher, either individually or in groups.
      3. Connect and integrate abstract and concrete representation of content.

b. **Introduction of the Topic (Estimated Time:__): (Also known as the Anticipatory Set, Focus, Hook, Bell Ringer, and Pre-assessment)**
   i. How will you capture student attention, access prior knowledge, and motivate students to complete the activities?
   ii. NOTE: Simply giving instructions for a developmental activity, which is part of the main lesson, is NOT a “sponge” activity/warm-up/bell ringer. The introduction is where you ENGAGE your students and HOOK their interest for the lesson.

c. **Development of the Topic (Estimated Time:__):**
   i. *Beyond the introduction and closure, each lesson includes some form of teacher input, teacher modeling, guided practice, assessment(s)/evaluation(s), guided questions, and other regular checks for understanding. The order and repetition of each of these components vary based on the discipline and the type of lesson design used. Label each component as they are addressed in the lesson plan.*
ii. **Teacher Input** (Estimated Time:__):
   1. The teacher plans to connect to prior knowledge and to deliver new knowledge (e.g., direct instruction (lecture), video, discussion, etc.).

iii. **Modeling** (Estimated Time:__):
   1. Demonstrate any new skills students will practice in the guided and/or independent practice part of the lesson. This may be integrated with the “Teacher Input” section.

iv. **Guided Practice** (Estimated Time:__):
   1. When giving a student an activity and/or assessment, work through a part of it with the students. Model and explain expectations. Provide time to work independently as appropriate (When teaching the lesson, remember to debrief students on what they learned.)

v. **Assessment/Evaluation Procedures** (Estimated Time:__):
   1. Assessments can take many forms (e.g., discussions, activities, written work, projects, etc.) Provide the step-by-step procedures and instructions for formative and/or summative assessment(s) for this lesson.
   2. Assessments are directly tied to and reflect the learning objectives and TEKS. *Be sure to that the assessment(s) will help the students’ retention of content.*

vi. **Checking for Understanding**
   1. Teachers must plan to check for understanding through the lesson. This can be done using a number of strategies, including guiding questions. *For each part of the lesson, identify how you plan to check for understanding.*
   2. Do NOT assume that the reader of your lesson plan will know when a given procedure is a check for understanding. *Label this in your procedures!*

d. **Lesson Closure** (Estimated Time:__):
   i. The culmination provides the teacher with an opportunity to determine whether or not you have accomplished the objective for the lesson.
   
   ii. **The Closure is very important.** This is when the main concepts of the lesson are pulled together. Simply making a statement at the end of the lesson doesn’t truly debrief what was learned. The Closure should actively engage students in some way. This is a relatively quick activity, but should not be cursory.

5. **Planning Ahead for Other Lesson Considerations:**
   a. **Reteaching**
      i. Reteaching is basically a contingency plan. This is when a teacher plans for “What if students do not understand a key concept of the lesson?” (The key concepts selected should be based on the learning objectives).
      
      ii. A reteach is a relatively short activity that can be used to address a concept that students did not understand from the original lesson plan.
      
      iii. The reteaching activity is a **different** way to learn the key concept(s) of the lesson. It must be different from the strategies used in the original lesson.
   
b. **Extensions** (Advanced learners)
      i. Planning for extending the lesson helps the teacher be prepared for students who understanding the original lesson quickly and need to be challenged in a deeper, more rigorous manner. This is not simply giving students more work. Be creative. Think about how can the learning of the key concepts in the lesson be taken to a higher level.
   
c. **Accommodations** (*English Language Learners*)
      i. English language learners sometimes need accommodations to the original lesson. This does not mean less work or for a modification to the lesson.
      
      ii. It should be the same lesson that accommodates their language proficiency level. This is tied to the ELPS and the Language Objectives.
      
      iii. Identify the level of proficiency for which the lesson is accommodated (beginner, intermediate, etc.)
   
d. **Modifications** (Students with special needs/504 (those with IEPs))
      i. Students with special needs and/or a learning disability may require that the lesson be modified, or changed, in some way to meet the students’ needs. Plan for the lesson to be modified to meet such a need.
ii. *Do NOT* write that “There are no special education/504 students in the class!” This is unacceptable. The reader of the lesson plans needs to see evidence that UTA teacher candidates can plan for modifying instruction to meet the needs of their students.

6. **Self-Assessment:** *(TO BE COMPLETED AFTER TEACHING THE LESSON)*
   a. As you respond to each of the following questions, demonstrate through your responses that you are thinking deeply about the development of your teaching skills.
   b. Explain what you think are the strengths of your implementation of the lesson.
      - What aspects of the lesson were particularly successful?
      - What do you think accounts for the success in this area?
   c. What are the greatest challenges that you faced during the implementation of the lesson?
      a. What aspects of the lesson were not particularly successful?
      b. How will you adjust these challenges in future lessons?
   d. Reflection for Continual Improvement:
      - Explain how the lesson design included an opportunity or opportunities for students to practice what they have previously learned.
      - Was there a part of the lesson that you felt students did not securely grasp the concepts being taught? If so, explain what happened and how you would reteach it.
      - What did you learn that can be applied to future lessons?
### Lesson Plan Grading Rubric

<table>
<thead>
<tr>
<th>Lesson Information and Resources</th>
<th>Assignment Requirements</th>
<th>Approaches Standard</th>
<th>Meets Standard</th>
<th>Exceeds Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overall Format</strong></td>
<td>Does not follow format for assignment or missing some or all of required parts of the lesson</td>
<td>Lesson plan follows required format</td>
<td>Fully developed lesson plan that follows required format</td>
<td></td>
</tr>
<tr>
<td><strong>Overview</strong></td>
<td>Demonstrates limited understanding of learners and/or has problems constructing overview.</td>
<td>Demonstrates general understanding of learners and an ability to construct overview.</td>
<td>Demonstrates in-depth understanding of learners and an ability to construct well developed overview.</td>
<td></td>
</tr>
<tr>
<td><strong>Standards (National, State, and Language)</strong></td>
<td>The standards selected are lacking or are not appropriate for the lesson.</td>
<td>The standards selected are adequate and provide clear direction for the learning objectives.</td>
<td>The standards selected clearly reflect the purpose of the lesson and provide clear direction for the learning objectives.</td>
<td></td>
</tr>
<tr>
<td><strong>Objectives</strong></td>
<td>Demonstrates limited understanding of learners and/or has problems constructing content and language objectives for instruction that draw on national standards and state standards (TEKS &amp; ELPS).</td>
<td>Demonstrates general understanding of learners and an ability to construct content and language objectives for instruction that draw on national standards and state standards (TEKS &amp; ELPS).</td>
<td>Demonstrates in-depth understanding of learners and an ability to construct well developed content and language objectives for instruction that draw on learning and language standards TEKS and ELPS, respectively.</td>
<td></td>
</tr>
<tr>
<td><strong>Resources (Materials, Technology, and Vocabulary)</strong></td>
<td>The resources are not adequately provided.</td>
<td>The list of materials, technology, and/or vocabulary are adequate, but may lack a few resources.</td>
<td>The list of materials, technology, and vocabulary clearly identify what is required for the lesson.</td>
<td></td>
</tr>
<tr>
<td><strong>Assessments</strong></td>
<td>Has difficulty developing appropriate summative and formative assessments. Assessment(s) selected is/are not well designed to enhance retention of content.</td>
<td>Shows ability to plan appropriate summative and formative assessments. Assessment(s) selected is/are designed to enhance retention of content.</td>
<td>Shows well developed ability to plan appropriate summative and formative assessments. Assessment(s) selected is/are designed to enhance retention of content.</td>
<td></td>
</tr>
<tr>
<td><strong>Introduction to Lesson</strong></td>
<td>Demonstrates a limited ability to prepare students for the lesson.</td>
<td>Demonstrates adequate ability to prepare students for the lesson.</td>
<td>Clearly understands how to engage students and build anticipation for the lesson.</td>
<td></td>
</tr>
<tr>
<td><strong>Development of Topic (Lesson Procedures for Teacher Input, Modeling, Guided Practice, and Assessment)</strong></td>
<td>Lesson plan limited and/or lacks any real insights about learners, content, or pedagogy. The procedures lack clarity and/or are difficult to follow.</td>
<td>Shows good knowledge of content taught as well as instructional resources and procedures that are suited to the learners, content, and lesson. Procedures are generally clear and easy to follow.</td>
<td>Shows in-depth knowledge of content taught as well as instructional resources and procedures that are best suited to the learners, content, and lesson. Procedures are bulleted, clear, and easy to follow.</td>
<td></td>
</tr>
<tr>
<td><strong>Graphical and Verbal Presentation</strong></td>
<td>Lacks or provides limited graphical and/or verbal presentations of content that clearly enhance students’ comprehension of key concepts and/or skills.</td>
<td>Provides both graphical and verbal presentations of content that mostly enhance students’ comprehension of key concepts and/or skills.</td>
<td>Provides both graphical and verbal presentations of content that clearly enhance students’ comprehension of key concepts and/or skills.</td>
<td></td>
</tr>
<tr>
<td>Lesson Procedures Continued</td>
<td>Assignment Requirements</td>
<td>Approaches Standard</td>
<td>Meets Standard</td>
<td>Exceeds Standard</td>
</tr>
<tr>
<td>-----------------------------</td>
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</tr>
<tr>
<td>Presence of Critical/Analytical Thinking</td>
<td>Demonstrates poor/limited, unclear critical (analytical) thinking strategies (e.g., problem solving, predicting, etc.) and may not require students to think critically in the same way either independently or in groups.</td>
<td>Demonstrates good, clear critical (analytical) thinking strategies (e.g., problem solving, predicting, etc.) and requires students to think critically in a general way either independently or in groups.</td>
<td>Demonstrates strong, clear critical (analytical) thinking strategies (e.g., problem solving, predicting, etc.) and requires students to think critically in the same way either independently or in groups.</td>
<td></td>
</tr>
<tr>
<td>Connection to Abstract and Concrete Representations of Content</td>
<td>Poorly connects and integrates abstract and concrete representation of content.</td>
<td>Mostly connects and integrates abstract and concrete representation of content.</td>
<td>Explicitly connects and integrates abstract and concrete representation of content.</td>
<td></td>
</tr>
<tr>
<td>Guiding Questions</td>
<td>Does not design/ask questions or designs/asks poor questions that require low levels of knowledge and/or limited analysis.</td>
<td>Designs and asks good questions that demand students to explain what they know (e.g., “why,” “how,” “what if,” etc.)</td>
<td>Designs and asks deep questions that demand students to explain what they know (e.g., “why,” “how,” “what if,” etc.)</td>
<td></td>
</tr>
<tr>
<td>Closure</td>
<td>Demonstrates a limited understanding of how to close a lesson or does not provide a closure.</td>
<td>Demonstrates a general understanding of how to close a lesson.</td>
<td>Demonstrates in-depth understanding how to close a lesson by meaningfully connecting key concepts.</td>
<td></td>
</tr>
<tr>
<td>Reteach</td>
<td>Demonstrates a limited ability to plan ahead for the possibility of reteaching a key concept(s).</td>
<td>Demonstrates a general understanding how to plan ahead to reteach a key concept(s).</td>
<td>Demonstrates strong ability to plan ahead for the possibility of reteaching a key concept(s).</td>
<td></td>
</tr>
<tr>
<td>Differentiated Instruction (Extension, Modification, &amp; Accommodation)</td>
<td>Demonstrates limited understanding for planning lesson extensions, accommodations, and modifications needed for all students to learn.</td>
<td>Demonstrates an acceptable understanding for planning lesson extensions, accommodations, and modifications needed for all students to learn.</td>
<td>Demonstrates an in-depth understanding for planning lesson extensions, accommodations, and modifications needed for all students to learn.</td>
<td></td>
</tr>
<tr>
<td>Reflection</td>
<td>Demonstrates poor/limited metacognition skills and ability to reflect on performance as a teacher by analyzing strengths, challenges, future application, plans for reteaching, and plans for ongoing connection to and practice of prior knowledge and skills.</td>
<td>Demonstrates acceptable metacognition skills and ability to reflect on performance as a teacher by analyzing strengths, challenges, future application, plans for reteaching, and plans for ongoing connection to and practice of prior knowledge and skills.</td>
<td>Demonstrates strong metacognition skills and ability to reflect on performance as a teacher by analyzing strengths, challenges, future application, plans for reteaching, and plans for ongoing connection to and practice of prior knowledge and skills.</td>
<td></td>
</tr>
<tr>
<td>Grammar, Punctuation, Easy to Read</td>
<td>Did not demonstrate appropriate grammar usage and writing conventions. Difficult to read.</td>
<td>Demonstrated partially appropriate grammar usage and writing conventions. Somewhat easy to read.</td>
<td>Demonstrated appropriate grammar usage and writing conventions. Easy to read.</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Addendums</td>
<td>Social Studies/History, ELAR, and LOTE teacher candidates will also be assessed on how well they addressed the National Standards selected for each lesson. Ideally, each lesson should address different National Standards. (See Addendums)</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
### History/Social Studies Addendum

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Not Applicable</th>
<th>Approaches Standard</th>
<th>Meets Standard</th>
<th>Exceeds Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard was not taught in the lesson.</td>
<td>Improvement is needed to reach the proficiency required of a student teacher.</td>
<td>Improvement is needed to reach the proficiency required of a student teacher.</td>
<td>Candidate demonstrates proficiency approaching that of an experienced professional.</td>
<td></td>
</tr>
<tr>
<td>1.7 Production, Distribution, and Consumption</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>1.8 Science, Technology, and Society</td>
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</tr>
</tbody>
</table>

### LOTE Addendum

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Not Applicable</th>
<th>Approaches Standard</th>
<th>Meets Standard</th>
<th>Exceeds Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard was not taught in the lesson.</td>
<td>Improvement is needed to reach the proficiency required of a student teacher.</td>
<td>Improvement is needed to reach the proficiency required of a student teacher.</td>
<td>Candidate demonstrates proficiency approaching that of an experienced professional.</td>
<td></td>
</tr>
<tr>
<td>1. Language, Linguistics, Comparisons.</td>
<td></td>
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<td></td>
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<tr>
<td>5. Assessment of Language and Cultures.</td>
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</tr>
</tbody>
</table>
# ELAR Addendum

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Not Applicable</th>
<th>Approaches Standard</th>
<th>Meets Standard</th>
<th>Exceeds Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard was not taught in the lesson.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Improvement is needed to reach the proficiency required of a student teacher.</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Improvement is needed to reach the proficiency required of a student teacher.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Candidate demonstrates proficiency approaching that of an experienced professional.</td>
<td></td>
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</tr>
<tr>
<td>2.1 Candidates create an inclusive and supportive learning environment in which all students can engage in learning.</td>
<td></td>
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</tr>
<tr>
<td>2.4 Candidates use practices designed to assist students in developing habits of critical thinking and judgment.</td>
<td></td>
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</tr>
<tr>
<td>3.1 Candidates demonstrate knowledge of, and skills in the use of, the English language.</td>
<td></td>
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</tr>
<tr>
<td>4.1 Candidates examine and select resources for instruction such as textbooks, other print materials, videos, films, records, and software, appropriate for supporting the teaching of English language arts.</td>
<td></td>
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<tr>
<td>4.2 Candidates align curriculum goals and teaching strategies with organization of classroom environments and learning experiences to promote whole-class, small-group, and individual work.</td>
<td></td>
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</tr>
<tr>
<td>4.4 Candidates create and sustain learning environments that promote respect for, and support of, individual differences of ethnicity, race, language, culture, gender, and ability.</td>
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</tr>
<tr>
<td>4.10 Candidates integrate assessment consistently into instruction by using a variety of formal and informal assessment activities and instruments to evaluate processes and products, and creating regular opportunities to use a variety of ways to interpret and report assessment methods and results to students, parents, administrators, and other audiences.</td>
<td></td>
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</tr>
</tbody>
</table>
FORMAL ALTERNATIVE LESSON PLAN (Optional for CT or Peer Lesson Plans, See UTA Supervisor)

*Review lesson plan with Cooperating Teacher at least 2 days before teaching lesson.

Lesson Objective(s) (Measureable Objectives): What will students be able to know and do at the conclusion of the lesson?

Assessment (Traditional/Authenticate): How will you know students have learned the content? (Formal/Informal evaluation)

Ways to Gain/Maintain Attention (Primacy): How will you gain and maintain students’ attention? Consider need, novelty, meaning, or emotion.

Extensions (Gifted), Modifications (special needs –ex. 504), Accommodations (ESL):

Content Chunks: How will you divide and teach the content to engage students’ brains? (Add segments as appropriate.)

<table>
<thead>
<tr>
<th>Notes &amp; Reminders (w/Page #s):</th>
<th>Lesson Segment 1: (i.e. Bell ringer/Warm-up)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guiding Questions (Higher Order Thinking):</td>
<td>Instructional Strategies (List):</td>
</tr>
<tr>
<td></td>
<td>Procedures/Activities: (Select: Guide/Facilitate or Teach)</td>
</tr>
<tr>
<td></td>
<td>Expected Time:</td>
</tr>
<tr>
<td>Notes &amp; Reminders (w/Page #s):</td>
<td>Lesson Segment 2:</td>
</tr>
<tr>
<td>Guiding Questions (Higher Order Thinking):</td>
<td>Instructional Strategies (List):</td>
</tr>
<tr>
<td></td>
<td>Procedures/Activities: (Select: Guide/Facilitate or Teach)</td>
</tr>
<tr>
<td></td>
<td>Expected Time:</td>
</tr>
<tr>
<td>Notes &amp; Reminders (w/Page #s):</td>
<td>Lesson Segment 3:</td>
</tr>
<tr>
<td>Guiding Questions (Higher Order Thinking):</td>
<td>Instructional Strategies (List):</td>
</tr>
<tr>
<td></td>
<td>Procedures/Activities: (Select: Guide/Facilitate or Teach)</td>
</tr>
<tr>
<td></td>
<td>Expected Time:</td>
</tr>
</tbody>
</table>

*Expand or Add Lesson Segments as necessary. Be sure the last segment is your lesson conclusion/closure.

Self-Assessment: (COMPLETED AFTER TEACHING THE LESSON) Responses must demonstrate candidates’ thoughtful reflection about the development of their teaching skills and use of instructional strategies. Length: ~½ - 1 page. (See other lesson plan format for Self-Assessment instructions.)
Cooperating Teacher Evaluation
(Below are the criteria the CT will use to evaluate teacher candidates’ delivery of lesson plans. The actual form is in the handbook.)

Name of Candidate: _____________________________________________________
Cooperating Teacher: __________________________________________________
Placement School and Grade Level(s): _________________________________
Date/Time of Observation: ___________________________ Subject Taught: __________

Rating system is as follows:
1 = Approaches Standard, 2 = Meets Standard, and 3 = Exceeds Standard

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

- Demonstrates knowledge of content and pedagogy (TEKS/TAKS Objectives listed and appropriate)
  1  2  3  NA
- Demonstrates knowledge of students
  1  2  3  NA
- Uses instructional goals and objectives (Curriculum appropriateness)
  1  2  3  NA
- Demonstrates knowledge of materials, resources and technology
  1  2  3  NA
- Uses coherent instruction (Transitions noted and subject material integrated)
  1  2  3  NA
- Assesses student learning (Informal, formal, verbal, written, participation or visual)
  1  2  3  NA

COMMENTS:

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

- Creates an environment of respect (Body language, tone, manners)
  1  2  3  NA
- Establishes a culture for learning (Stated objectives and agenda, and reviewed prior knowledge)
  1  2  3  NA
- Manages classroom procedures (Delegated to students, instructions stated clearly)
  1  2  3  NA
- Manages student behavior (Expectations posted, consistent, verbal and non-verbal cues, and effective)
  1  2  3  NA
- Organizes physical space (Seating arrangement, location of visuals, safety, and cleanliness)
  1  2  3  NA

COMMENTS:

CLUSTER 3: INSTRUCTION AND COMMUNICATION

- Communicates clearly and accurately (Usage, tone, written and oral, pace, and verbal and non-verbal cues)
  1  2  3  NA
- Uses questioning / discussion techniques (Critical thinking, logical sequence, frequency, and explanations)
  1  2  3  NA
- Engages students in learning (Frequency; whole group, small groups, individuals)
  1  2  3  NA
- Provides feedback to students (Positive; prompt; specific; and clear)
  1  2  3  NA
- Demonstrates flexibility and responsiveness
  1  2  3  NA

COMMENTS:

POST-CONFERENCE SIGNATURES REQUIRED (UTA Candidates/Cooperating Teachers Only):

_________________________________________  __________________________   __________
Cooperating Teacher                                UTA Candidate                     Date
**BENCHMARKS:**

**Mid Benchmark (Benchmark I—This is the benchmark from placement #1.)**

*Description:* Cooperating teachers will submit an evaluation of their student teacher on the Mid Benchmark (Benchmark I) at midterm.

*Format:* Mid Benchmark (Benchmark I) form

**End Benchmark (Benchmark II—This is the benchmark from placement #2.)**

*Description:* Cooperating teachers will submit an evaluation of the student teacher. This evaluation reflects the student teacher’s knowledge and skills in the area of certification.

*Format:* End Benchmark evaluation.

**Mid and End Benchmark Grading Rubric:**

<table>
<thead>
<tr>
<th>Approaches Standard</th>
<th>Meets Standard</th>
<th>Exceeds Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submits residency evaluation with 21% or more unacceptable ratings</td>
<td>Submits residency evaluation with acceptable or higher rating on 80% of items</td>
<td>Submits residency evaluation with acceptable or higher rating on 90% of items</td>
</tr>
</tbody>
</table>

**POLICIES AGREEMENT**

*Description:* Read about the Policy Agreement (pages 5 – 7) in the handbook. Sign page 5 and return it to your UTA Supervisor on Blackboard.

**ACTIVITIES REPORT**

*Description:* Student teachers will complete the Activities Report from the Student Teaching Handbook Supplement.

*Format:* Form is located in the Student Teaching Handbook Supplement. Post on Blackboard.

*Grading Rubric:*

<table>
<thead>
<tr>
<th>Approaches Standard</th>
<th>Meets Standard</th>
<th>Exceeds Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submits Activities Report with less than 90% of items completed.</td>
<td>Submits Activities Report with 90% of items completed and confirmed by cooperating teacher</td>
<td>Submits Activities Report with all items completed and confirmed by cooperating teacher</td>
</tr>
</tbody>
</table>

**SPEECH COMPETENCY CHECKLIST**

*Description:* The Cooperating teacher will complete the Speech Competency Checklist from the Student Teaching Handbook p. 28. The Student Teacher will submit the document when completed.


*Grading Rubric:*

<table>
<thead>
<tr>
<th>Approaches Standard</th>
<th>Meets Standard</th>
<th>Exceeds Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submits Speech Competency Checklist with problems noted by cooperating teacher.</td>
<td>Submits Speech Competency Checklist with cooperating teacher rating of acceptable in 90% of categories.</td>
<td>Submits Speech Competency Checklist with cooperating teacher rating of acceptable in all categories.</td>
</tr>
</tbody>
</table>
Calendar:
As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. –Dr. Mary Curtis

<table>
<thead>
<tr>
<th>Date(s)</th>
<th>Assignments Due</th>
<th>Recommended Teaching Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 08-24-15</td>
<td><strong>Student teaching begins August 24, 2015.</strong></td>
<td><strong>Student teacher teaches at least one lesson.</strong>  Additional recommended student teacher 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.</td>
</tr>
<tr>
<td><strong>Note: Students must attend the school each day that their placement school is open.</strong> The UTA academic calendar does NOT determine this.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 2 Aug-31-15</td>
<td>Weekly Report 1 (week of 8/24) – post to BB by 11:59pm 8/31</td>
<td>Student teacher teaches a minimum of two class periods (or one block) per day. <em>(Student teacher can teach more as directed by the CT.)</em> Coordinating teacher remains in the room to assist. Lesson planning is completed jointly.</td>
</tr>
<tr>
<td></td>
<td>• Placement 1 Schedule &amp; Information</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Policies &amp; Agreement – post to BB by 11:59pm on Sept. 1</td>
<td></td>
</tr>
<tr>
<td>Week 3 9-7-15</td>
<td>Weekly Report 2 (week of 9/1) – post to BB by 11:59pm 9/7</td>
<td>Student teacher teaches a minimum of four class periods (or two blocks) per day. <em>(Student teacher can teach more as directed by the CT.)</em> Coordinating teacher remains in the room to assist. Lesson planning is completed jointly.</td>
</tr>
<tr>
<td><strong>Prepare for the Teacher Work Sample Assignment!</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 4 9-14-15</td>
<td>Weekly Report 3 (week of 9/7) – post to BB by 11:59pm on 9/14</td>
<td>Student teacher teaches a minimum of five class periods (or two blocks) per day. <em>(Student teacher can teach more as directed by the CT.)</em> Coordinating teacher remains in the room to assist. Lesson planning is completed jointly.</td>
</tr>
<tr>
<td><strong>Prepare for the Teacher Work Sample Assignment!</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weeks 3-5 (09-1-15 to 09-14-15)</td>
<td>University Supervisor: 1-2 formal observation  Cooperating Teacher: 1-2 formal observation  Post Lesson Plan (LP) on BB</td>
<td><strong>TWS</strong></td>
</tr>
<tr>
<td>Week 5 9-21-15</td>
<td>Weekly Report 4 (week of 9/14) – post to BB by 11:59pm on 9/21</td>
<td><strong>Prepare for the Teacher Work Sample Assignment!</strong></td>
</tr>
<tr>
<td><strong>Prepare for the Teacher Work Sample Assignment!</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 6 9-28-15</td>
<td>Weekly Report 5 (week of 9/21) – post to BB by 11:59pm on 9/28</td>
<td><strong>Prepare for the Teacher Work Sample Assignment!</strong></td>
</tr>
<tr>
<td><strong>TWS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 7 10-5-15</td>
<td>Weekly Report 6 (week of 9/28) – post to BB by 11:59pm on 10/5</td>
<td><strong>Prepare for the Teacher Work Sample Assignment!</strong></td>
</tr>
<tr>
<td><strong>TWS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weeks 6-10 (9-14-15 to 10-5-15)</td>
<td>University Supervisor: 1-2 formal observation  Cooperating Teacher: 1-2 formal observation  Plan Peer formal observation  Post LP on BB</td>
<td></td>
</tr>
<tr>
<td>Date(s)</td>
<td>Assignments Due</td>
<td>Recommended Teaching Schedule</td>
</tr>
<tr>
<td>---------</td>
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<td>-----------------------------</td>
</tr>
</tbody>
</table>
| Week 8 10-12-15 | Weekly Report 7 (week of 10/5)  
  – post to BB by 11:59pm on 10/12  
  **Analyze TWS data for final report!**  
  October 16: Last day in Placement #1 | Cooperating teacher assumes all teaching duties.  
  *(Student teacher can teach more as directed by the CT.)*  
  Student teacher assists with teaching duties and observes other teachers in social studies and other subject areas in school. |
| Week 9 10-19-15 *(2nd Placement Begins)* | Weekly Report 8 (week of 10/12)  
  – post to BB by 11:59pm on 10/19  
  **Analyze TWS data for final report!** | Student teacher teaches a minimum of two class periods (or one block) per day.  
  *(Student teacher can teach more as directed by the CT.)*  
  Additional recommended student teacher 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. |
| Week 10 10-26-15 | Weekly Report 9 (week of 10/12)  
  – post to BB by 11:59pm on 10/26  
  **Note: Students must attend the school each day that their placement school is open.**  
  The UTA academic calendar does NOT determine this. | Student teacher teaches a minimum of four class periods (or two blocks) per day.  
  *(Student teacher can teach more as directed by the CT.)*  
  Cooperating teacher remains in the room to assist.  
  Lesson planning is completed jointly. |
| Week 11 11-2-15 | Weekly Report 10 (week of 10/26)  
  – post to BB by 11:59pm on 11/2  
  *Lesson Plan 3 & 4 (Formal Observation)*  
  – post to BB by 11:59pm 24hrs after observation | Student teacher teaches a minimum of five class periods (or two blocks) per day.  
  *(Student teacher can teach more as directed by the CT.)*  
  Cooperating teacher remains in the room to assist.  
  Lesson planning is completed jointly.  
  **Student shares lesson plans for the first week of teaching block with Cooperating Teacher for feedback.** |
| Weeks 11-18 11-2 to 5-4-15 | **University Supervisor:**  1-2 formal observation  
  **Cooperating Teacher:**  1-2 formal observation  
  **Plan Peer formal observation**  
  Post LP on BB | |
| Week 12 11-9-15 | Weekly Report 11 (week of 11/2)  
  – post to BB by 11:59pm on 11/9 | Student teacher teaches a minimum of five class periods (or three blocks) per day.  
  *(Student teacher can teach more as directed by the CT.)*  
  Cooperating teacher remains in the room to assist.  
  Lesson planning is completed jointly.  
  **Student shares lesson plans for the first week of teaching block with Cooperating Teacher for feedback.** |
| Week 13 11-16-15 | Weekly Report 12 (week of 11/9)  
  – post to BB by 11:59pm on 11/16 | **Teaching Block:**  Student teacher assumes all teaching responsibilities (lesson planning, teaching all classes, taking roll, grading, etc).  
  Cooperating teacher in the room to observe & provide feedback.  
  **Student shares lesson plans for the second week of teaching block with Cooperating Teacher for feedback.** |
| Week 14 11-23-15 | Weekly Report 13 (week of 11/16)  
  – post to BB by 11:59pm on 11/23 | **Teaching Block:**  Student teacher continues all teaching responsibilities.  
  Cooperating teacher may choose to leave classroom & observe selected lessons.  
  ALL weekly reports and Lesson Plans must be submitted to BB no later than 11:59pm on 12/7  
  **DUE: Teacher Work Sample Final Report**  
  *(Due 11/23)*  
  |

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**Page 28 of 29**
<table>
<thead>
<tr>
<th>Date(s)</th>
<th>Assignments Due</th>
<th>Recommended Teaching Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 15</strong></td>
<td><strong>11-30-15</strong>&lt;br&gt;Weekly Report 14 (week of 11/23)  &lt;br&gt;– post to BB by 11:59pm on 11/30&lt;br&gt;• Activities Report &amp; Speech Competency&lt;br&gt;• Lesson Plan 5 &amp; 6 (Formal Observation)  &lt;br&gt;– post to BB by 11:59pm 24hrs after observation&lt;br&gt;• Lesson Plan 7 (Peer Observation)  &lt;br&gt;– post to BB by 11:59pm 24hrs after observation</td>
<td>Cooperating teacher should resume some teaching duties. Student teacher assists with teaching duties and observes other teachers in social studies and other subject areas in school.</td>
</tr>
<tr>
<td><strong>Week 16</strong></td>
<td><strong>12-7-15</strong>&lt;br&gt;Weekly Report 15 (week of 11/30)  &lt;br&gt;– post to BB by 11:59pm on 12/7&lt;br&gt;<strong>Last Day of Student Teaching: December 11, 2015</strong></td>
<td>Cooperating teacher assumes all teaching duties. Student teacher assists with teaching duties and observes other teachers in social studies and other subject areas in school.</td>
</tr>
<tr>
<td><strong>Week 17</strong></td>
<td><strong>12-14-15</strong>&lt;br&gt;Weekly Report 16 (week of 12/7)  &lt;br&gt;– post to BB by 11:59pm on 12/14</td>
<td></td>
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</tbody>
</table>