Instructor Information:

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Course Information:

Course Title: Secondary Student Teaching  
Course Number: EDUC 4647.001  
Semester: Spring, 2016  
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:

- UTA Secondary Student Teaching Handbook
- UTA Cooperating Teacher Handbook
- http://www.uta.edu/coed/academics/fieldexperience/handbooks.php
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. Email your Cooperating Teacher, UTA Supervisor, and the Field Placement Office (coehp@uta.edu). Follow the policies for the school at which you are placed. Call your CT as necessary.

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://www.uta.edu/aoa/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](http://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](mailto:resources@uta.edu), or view the information at [www.uta.edu/resources](http://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](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](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 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:

Student Teacher Orientation:
- 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, the Supplement, 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 all 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)
- 7 Lesson Formal Plans
- Teacher Work Sample
- 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 using the UTA Format.
  - 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 10 times by content and pedagogy experts.**
  - Teacher candidates will be observed at least 10 times; a minimum of 7 will include a formal lesson plan.
  - 3 Formal Lesson Plans (LP): Observed by the UTA Supervisor
  - 3 Formal Lesson Plans: Observed by the CT
  - 1 Formal Lesson Plan: Observed by a Peer. 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 – 6 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, Supplement, or grading rubric for lesson plan, evaluation and self assessment formats
- **Note: The Handbook & Supplement suggest 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.

University of Texas at Arlington
Secondary Weekly Report Form

| 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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<tr>
<td>Friday</td>
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</tbody>
</table>

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>
<thead>
<tr>
<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>

➤ **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](image)

   **University of Texas at Arlington**  
   **Secondary Lesson Plan and Self-Assessment Form**

   UTA Candidate: ____________________________
   Cooperating Teacher ____________________________  
   School: ____________________________
   Grade Level: ____________________________  
   Subject: ____________________________
   Lesson Topic: ____________________________  
   Date of Lesson: ____________________________
   Approximate Duration of Lesson: ________

   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/measureable 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 measureable objectives that are tied directly to the TEKS selected.
   iii. Objectives must be measureable (i.e. define, list, compare, discuss, etc.). Words like “understands” or “know” are not measureable—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. *NEW* National Standards Statement: Identify where in the lesson plan you addressed each of the national standards listed for this assignment (alignment). Explain how the national standards were used in the lesson.

6. 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.

7. **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?

**NOTE:** It is expected that you will make every effort to use a variety of TEKS and National Standards throughout your student teaching experience. You should address each of your discipline’s national standards at least once in your lesson plans.
<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>Lesson Plan Grading Rubric</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall Format</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>Overview (Description &amp; Background)</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>Standards (National, State, and Language)</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>Objectives</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>Resources (Materials, Technology, and Vocabulary)</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>Assessments</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>Introduction to Lesson</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>Development of Topic (Lesson Procedures for Teacher Input, Modeling, Guided Practice, and Assessment)</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>Graphical and Verbal Presentation</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>Approaches Standard</td>
<td>Meets Standard</td>
<td>Exceeds Standard</td>
<td></td>
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<tr>
<td>----------------------------</td>
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<tr>
<td><strong>Presence of Critical/Analytical Thinking</strong></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><strong>Connection to Abstract and Concrete Representations of Content</strong></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><strong>Guiding Questions</strong></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><strong>Closure</strong></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><strong>Reteach</strong></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><strong>Differentiated Instruction (Extension, Modification, &amp; Accommodation)</strong></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><strong>National Standards Statement</strong></td>
<td>The selected National Standards were poorly identified the unit plan, and there was limited evidence of the National Standards in the purpose of the lesson, the learning objectives, and/or the assessments.</td>
<td>The selected National Standards were generally identified and mostly reflected the purpose of the lesson, connected to the learning objectives, and mostly informed the assessments.</td>
<td>The selected National Standards were clearly identified and reflected the purpose of the lesson, clearly connected to the learning objectives, and clearly informed the assessments.</td>
<td></td>
</tr>
<tr>
<td><strong>Reflection</strong></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><strong>Grammar, Punctuation, Easy to Read</strong></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>
</tbody>
</table>
Cooperating Teacher Evaluation Form [PRINT THIS COOPERATING TEACHERS]

(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:

CLUSTR 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
Purpose:
- 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.
- Teacher candidates will analyze and explain their impact on student learning by analyzing summative and formative data in a mini-unit consisting of a minimum of 2 lessons.
  - The report will provide written explanations, present data present using charts and graphs, provide student sample products (with student names removed), and analyze the meaning of the assessment results as they pertain to evidence of student learning as stated in the learning standards and objectives.

Timing: Data can be collected in either placement. Placement 2 will have a tight timeline.
- Ideally, data collected in first placement (early February)
- 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. (Week 1)

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.

Brief Criteria Overview:
- Select one (1) class to analyze.
- Select 3 students to follow progress throughout unit plan
- Collect demographic (AEIS data) about each student for the selected class.
- Analyze Data (for each assessment):
  - Holistically (Class)
  - Demographically (Subpopulations)
  - Individual case studies (3 students)
- Mini-unit: Minimum of 2 lessons using the formal UTA lesson plan format
  - (May be observed formally by CT and/or Supervisor)
- Assessments:
  - Create identical pre- and post-assessments (summative assessments) which reflect all National Standards, TEKS, and learning objectives for the mini-unit
  - Daily formative assessments (measure each students mastery of learning standards and objectives for each lesson)
  - Clear alignment from National Standards/TEKS to learning objectives to criterion-based assessments
  - Create rubrics for formative assessments
    - Provide a student sample (artifacts) for each level of the rubric. Explain why the student’s work represent the assigned level.
  - Use data from assessments diagnostically to improve instruction as you teach the mini-unit and in the future.
  - Provide evidence of learning
- Final Analysis: A series of prescribed paragraphs and sections to analyze data, explain decision making, and to reflect regarding data from pre-assessments, post-assessments, comparison data, and formative assessments. Data will be analyze holistically (as a class), demographically, and individually (3 individual case studies).
➢ 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
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>
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. David Sparks

<table>
<thead>
<tr>
<th>Date(s)</th>
<th>Assignments Due</th>
<th>Recommended Teaching Schedule</th>
</tr>
</thead>
</table>
| **Week 1** 01-4-16 | **Student teaching begins January 4, 2016.**  
**Note:** Students must attend the school each day that their placement school is open. The UTA academic calendar does NOT determine this.  
**Determine TWS Date** | Student teacher teaches at least two lessons.  
- 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 2** 1-11-16 | Weekly Report 1 (week of 1/4)  
– post to BB by 11:59pm 1/11  
- **Placement 1 Schedule & Information**  
- **Policies & Agreement**  
– post to BB by 11:59pm on Jan. 8th | Student teacher teaches a minimum of three class periods (or one block) 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 3** 1-18-16 | Weekly Report 2 (week of 1/11)  
– post to BB by 11:59pm 1/18 | 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 4** 1-25-16 | Weekly Report 3 (week of 1/18)  
– post to BB by 11:59pm on 1/25  
**Prepare for the Teacher Work Sample Assignment!** | 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.** |
| **Week 5** 2-1-16 | Weekly Report 4 (week of 1/25)  
– post to BB by 11:59pm on 2/1  
**Prepare for the Teacher Work Sample Assignment!** | 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.** |
| **Week 6** 2-8-16 | Weekly Report 5 (week of 2/1)  
– post to BB by 11:59pm on 2/8  
**TWS**  
**Prepare for the Teacher Work Sample Assignment!** | **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.**  
**Lesson plans are part of the Chapter or Unit Plan to complete the Teacher Work Sample Assignment** |
| **Weeks 1-6** (1-4-16 to 2-8-16) | University Supervisor: 1-2 formal observation  
Cooperating Teacher: 1-2 formal observation  
*Turn in on BB CT Lesson Plan (LP) #1, Supervisor LP #1* | |
| **Week 7** 2-15-16 | Weekly Report 6 (week of 2/8)  
– post to BB by 11:59pm on 2/15  
**TWS** | **Teaching Block:** Student teacher continues all teaching responsibilities. Cooperating teacher may choose to leave classroom & observe selected lessons.  
**Lesson plans are part of the Chapter or Unit Plan to complete the Teacher Work Sample Assignment** |
| **Week 8** 2-22-16 | Weekly Report 7 (week of 2/15)  
– post to BB by 11:59pm on 2/22  
**TWS**  
*Analyze TWS data for final report!* | Cooperating teacher should resume some 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. |
<table>
<thead>
<tr>
<th>Date(s)</th>
<th>Assignments Due</th>
<th>Recommended Teaching Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 9</strong>&lt;br&gt;2-29-16</td>
<td>Weekly Report 8 (week of 2/22)&lt;br&gt;– post to BB by 11:59pm on 2/29&lt;br&gt;&lt;br&gt;&lt;i&gt;Analyze TWS data for final report!&lt;/i&gt;&lt;br&gt;<strong>March 4: Last day in Placement #1</strong></td>
<td>Cooperating teacher assumes all teaching duties.&lt;br&gt;&lt;i&gt;(Student teacher can teach more as directed by the CT.)&lt;/i&gt;&lt;br&gt;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 10</strong>&lt;br&gt;3-7-16&lt;br&gt;&lt;br&gt;(<em>2nd Placement Begins</em>)</td>
<td>Weekly Report 9 (week of 2/29)&lt;br&gt;– post to BB by 11:59pm on 3/7&lt;br&gt;&lt;br&gt;<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>Student teacher teaches a minimum of two class periods (or one block) per day. &lt;i&gt;(Student teacher can teach more as directed by the CT.)&lt;/i&gt;&lt;br&gt;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>3-14-16</strong></td>
<td><strong>SPRING BREAK</strong>&lt;br&gt;<strong>NOTE: You take spring break when your placement does. You only take ONE spring break. Do not go by the UTA calendar. Use your school district’s calendar!</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Week 11</strong>&lt;br&gt;3-21-16</td>
<td>Weekly Report 10 (week of 3/7)&lt;br&gt;– post to BB by 11:59pm on 3/21&lt;br&gt;&lt;br&gt;• Lesson Plan 3 &amp; 4 (Formal Observation)&lt;br&gt;– post to BB by 11:59pm 24hrs after observation</td>
<td>Student teacher teaches a minimum of four class periods (or two blocks) per day. &lt;i&gt;(Student teacher can teach more as directed by the CT.)&lt;/i&gt;&lt;br&gt;Cooperating teacher remains in the room to assist. Lesson planning is completed jointly.</td>
</tr>
<tr>
<td><strong>Week 12</strong>&lt;br&gt;3-28-16</td>
<td>Weekly Report 11 (week of 3/21)&lt;br&gt;– post to BB by 11:59pm on 3/28</td>
<td>Student teacher teaches a minimum of four class periods (or two blocks) per day. &lt;i&gt;(Student teacher can teach more as directed by the CT.)&lt;/i&gt;&lt;br&gt;Cooperating teacher remains in the room to assist. Lesson planning is completed jointly.</td>
</tr>
<tr>
<td><strong>Weeks 7-12</strong>&lt;br&gt;2-15-16 to 3-28-16</td>
<td><strong>University Supervisor: 1-2 formal observation</strong>&lt;br&gt;<strong>Cooperating Teacher: 1-2 formal observation</strong>&lt;br&gt;<strong>Plan Peer formal observation</strong>&lt;br&gt;&lt;i&gt;Turn in on BB CT Lesson Plan (LP) #2, Supervisor LP #2&lt;/i&gt;</td>
<td></td>
</tr>
<tr>
<td><strong>Week 13</strong>&lt;br&gt;4-4-16</td>
<td>Weekly Report 12 (week of 3/28)&lt;br&gt;– post to BB by 11:59pm on 4/4</td>
<td>Student teacher teaches a minimum of five class periods (or two blocks) per day. &lt;i&gt;(Student teacher can teach more as directed by the CT.)&lt;/i&gt;&lt;br&gt;Cooperating teacher remains in the room to assist. Lesson planning is completed jointly. <strong>Student shares lesson plans for the first week of teaching block with Cooperating Teacher for feedback.</strong></td>
</tr>
<tr>
<td><strong>Week 14</strong>&lt;br&gt;4-11-16</td>
<td>Weekly Report 13 (week of 4/4)&lt;br&gt;– post to BB by 11:59pm on 4/11</td>
<td>Student teacher teaches a minimum of five class periods (or three blocks) per day. &lt;i&gt;(Student teacher can teach more as directed by the CT.)&lt;/i&gt;&lt;br&gt;Cooperating teacher remains in the room to assist. Lesson planning is completed jointly. <strong>Student shares lesson plans for the first week of teaching block with Cooperating Teacher for feedback.</strong></td>
</tr>
</tbody>
</table>

**ALL weekly reports and Lesson Plans must be submitted to BB no later than 11:59pm on 5/10**
<table>
<thead>
<tr>
<th>Week</th>
<th>Date(s)</th>
<th>Assignments Due</th>
<th>Recommended Teaching Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>4-18-16</td>
<td>Weekly Report 14 (week of 4/11)</td>
<td><strong>Teaching Block:</strong> Student teacher assumes all teaching responsibilities (lesson planning, teaching all classes, taking roll, grading, etc). Cooperating teacher in the room to observe &amp; provide feedback. <strong>Student shares lesson plans for the second week of teaching block with Cooperating Teacher for feedback.</strong></td>
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<td><strong>DUE: Teacher Work Sample Final Report (Due 4/18)</strong></td>
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<tr>
<td>16</td>
<td>4-25-16</td>
<td>Weekly Report 15 (week of 4/18)</td>
<td><strong>Teaching Block:</strong> Student teacher continues all teaching responsibilities. Cooperating teacher may choose to leave classroom &amp; observe selected lessons.</td>
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<td><strong>Plan Peer formal observation</strong></td>
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<tr>
<td>17</td>
<td>5-2-16</td>
<td>Weekly Report 16 (week of 4/25)</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>
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<td><strong>Plan Peer formal observation</strong></td>
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<td>5-2-2016</td>
<td>Turn in:</td>
<td><strong>Lesson Plan CT #3, Supervisor #3, and Peer</strong></td>
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<td>• Activities Report</td>
<td><strong>Speech Competency</strong></td>
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<td><strong>University Supervisor:</strong> 1-2 formal observation</td>
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<tr>
<td></td>
<td></td>
<td><strong>Cooperating Teacher:</strong> 1-2 formal observation</td>
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<td></td>
<td><strong>Plan Peer formal observation</strong></td>
<td><em>Post LP on BB</em></td>
</tr>
<tr>
<td></td>
<td>11-18</td>
<td><strong>Weeks 11-18 (3-21-15 to 5-10-15)</strong></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Weekly Report 17 (week of 5/2)</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>
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<td>– post to BB by 11:59pm on 5/9</td>
<td>Weekly Report 18 (week of 5/9)</td>
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<tr>
<td></td>
<td></td>
<td>– post to BB by 11:59pm on 5/9</td>
<td>Final Weekly Report</td>
</tr>
<tr>
<td></td>
<td>5-9-16</td>
<td><strong>Final Weekly Report</strong></td>
<td><em>Last Day of Student Teaching: 5/10/16</em></td>
</tr>
</tbody>
</table>