Instructor Information:

Instructor: Mary D. Curtis  
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Faculty Profile:  
https://mentis.uta.edu/explore/profile/mary-curtis

Course Information:

Course Title: Secondary Student Teaching  
Course Number: EDUC 4647.003  
Semester: Fall 2016  
Seminar Location and Time: TBD, (Expect about 3-4 hours)  
Dates: TBD

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  
- http://www.uta.edu/coed/academics/fieldexperience/handbooks.php

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).
Major Assignments:
This course does not have any major examinations. The key assignments include Lesson Plans (8), Teacher Work Sample, and Weekly Reports. These assignments are described later in the syllabus.

Attendance Policy:
At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. 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. Call you CT as well as email your Cooperating Teacher, UTA Supervisor, and the Office of Field Experiences (coedfield@uta.edu). Follow the policies for the school at which you are placed.

However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients “begin attendance in a course.” UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients.

Grading:
This is a pass/fail course. The assignments will be averaged together at the end of the course to determine pass/fail. Many of these assignments are required by the Texas Education Agency or another governing body. Therefore, failure to submit assignments may result in an incomplete or failing grade for the student teaching practicum regardless of average. All assignments must be submitted for review.

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/).

Disability Accommodations: UT 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), The Americans with Disabilities Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act. 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 disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

The Office for Students with Disabilities, (OSD) www.uta.edu/disability or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.
Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

Non-Discrimination Policy: The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.

Title IX: The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.

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.

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.

Campus Carry: Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit http://www.uta.edu/news/info/campus-carry/

Student Feedback Survey: At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are 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 via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit http://www.uta.edu/sfs.

Final Review Week: For semester-long courses, 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 during the seminar, students should exit the room and move toward the nearest exit, which will be identified when the room assignments are provided. 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 individuals with disabilities. Evacuation plans may be found at [http://www.uta.edu/campus-ops/ehs/fire/Evac_Maps_Buildings.php](http://www.uta.edu/campus-ops/ehs/fire/Evac_Maps_Buildings.php).

**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 [http://www.uta.edu/universitycollege/resources/index.php](http://www.uta.edu/universitycollege/resources/index.php).

**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 beckett@uta.edu or at 817.272.0923.

**Emergency Phone Numbers:** In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911. Non-emergency number 817-272-3381

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**University of Texas at Arlington**

**College of Education**

**TK20:** You will be using Tk20, a comprehensive data management system, and you must purchase it. The College of Education has adopted Tk20 to provide us with powerful tools to manage our growth and streamline our processes to enable us to meet your needs more efficiently and effectively. The set of Tk20 tools that is required as a course text is called Tk20 HigherEd.

We understand that textbooks and materials can be expensive, and we strive to not create an unnecessary financial burden when we select textbooks for courses. **Tk20 is a purchase that you will use throughout your program, but you purchase it once.** The following listing provides key details about the use of Tk20 in your program of study.
• Tk20 will be the place where you submit key performance artifacts and build your academic performance portfolio.
• Tk20 also serves as the centralized location for submitting program forms and field placement documents.
• Tk20 will help ensure continuous quality of programs and preparation, which will result in a better experience for you and your students, and increase the value of the degrees and certifications you complete here.
• For designated key assessment assignments, you must submit your work in both Tk20 and in Blackboard to receive credit.
• It is best to purchase Tk20 during the initial weeks of your first course so that you have access to Tk20 for submitting work on time.
• You will not be penalized for any Tk20 technical problems that cannot be avoided, but you must have access to TK20 so that you can submit work once any technical delays are addressed.
• On-line tutorials and training materials have been organized to orient you to the Tk20 system, and information is provided to address questions you have and how to purchase Tk20: https://www.uta.edu/coed/academics/tk20/index.php.

Conceptual Framework: 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 and area business and foundation communities worked together to develop a shared vision for education.

All activities in the College are guided by the belief that we are Partners for the Future, committed to fostering critical, creative thinkers prepared to engage meaningfully in a dynamic society. This belief 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 Model 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 assumption 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 do a job well.
• 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 curricula, faculty, and other professionals.

The next 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 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.

Professional Dispositions Statement: Each student/candidate in the College of Education of UT Arlington will be evaluated on Professional Dispositions by faculty and staff. These dispositions have been identified as essential for a highly-qualified professional. Instructors and program directors will work with students/candidates rated as “unacceptable” in one or more stated criteria. The student/candidate will have an opportunity to develop a plan to remediate any digressions.
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<tr>
<th>Domain I: Designing Instruction and Assessment to Promote Student Learning</th>
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<tr>
<td><strong>Competency 001</strong> 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.</td>
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<td><strong>Competency 002</strong> 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.</td>
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<td><strong>Competency 003</strong> The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.</td>
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<tr>
<td><strong>Competency 004</strong> The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.</td>
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<tr>
<th>Domain II—Creating a Positive, Productive Classroom Environment</th>
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<td><strong>Competency 005</strong> 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.</td>
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<td><strong>Competency 006</strong> The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior.</td>
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<th>Domain III—Implementing Effective, Responsive Instruction and Assessment</th>
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<td><strong>Competency 007</strong> The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.</td>
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<td><strong>Competency 008</strong> The teacher provides appropriate instruction that actively engages students in the learning process.</td>
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<td><strong>Competency 009</strong> The teacher incorporates the effective use of technology to plan, organize, deliver, and evaluate instruction for all students.</td>
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<tr>
<td><strong>Competency 010</strong> The teacher monitors student performance and achievement; provides students with timely, high-quality feedback, and responds flexibly to promote learning for all students.</td>
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<th>Domain IV—Fulfilling Professional Roles and Responsibilities</th>
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<td><strong>Competency 011</strong> The teacher understands the importance of family involvement in children's education and knows how to interact and communicate effectively with families.</td>
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<td><strong>Competency 012</strong> 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.</td>
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<tr>
<td><strong>Competency 013</strong> The teacher understands and adheres to legal and ethical requirements for educators and is knowledgeable of the structure of education in Texas.</td>
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*Note: Teacher candidates address will address all of TExES PPR competencies and TEA standards at least once throughout the semester.*
**Texas Education Agency Teaching Standards**

1) **Standard 1—Instructional Planning and Delivery.** Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.

(A) Teachers design clear, well organized, sequential lessons that build on students' prior knowledge.
   - (i) Teachers develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes.
   - (ii) Teachers effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement.
   - (iii) Teachers connect students' prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities.

(B) Teachers design developmentally appropriate, standards-driven lessons that reflect evidence-based best practices.
   - (i) Teachers plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn.
   - (ii) Teachers use a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students.
   - (iii) Teachers use and adapt resources, technologies, and standards-aligned instructional materials to promote student success in meeting learning goals.

(C) Teachers design lessons to meet the needs of diverse learners, adapting methods when appropriate.
   - (i) Teachers differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education plans.
   - (ii) Teachers plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning.
   - (iii) Teachers integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts.

(D) Teachers communicate clearly and accurately and engage students in a manner that encourages students' persistence and best efforts.
   - (i) Teachers ensure that the learning environment features a high degree of student engagement by facilitating discussion and student-centered activities as well as leading direct instruction.
   - (ii) Teachers validate each student's comments and questions, utilizing them to advance learning for all students.
   - (iii) Teachers encourage all students to overcome obstacles and remain persistent in the face of challenges, providing them with support in achieving their goals.

(E) Teachers promote complex, higher-order thinking, leading class discussions and activities that provide opportunities for deeper learning.
   - (i) Teachers set high expectations and create challenging learning experiences for students, encouraging them to apply disciplinary and cross-disciplinary knowledge to real-world problems.
   - (ii) Teachers provide opportunities for students to engage in individual and collaborative critical thinking and problem solving.
   - (iii) Teachers incorporate technology that allows students to interact with the curriculum in more significant and effective ways, helping them reach mastery.

(F) Teachers consistently check for understanding, give immediate feedback, and make lesson adjustments as necessary.
   - (i) Teachers monitor and assess student progress to ensure that their lessons meet students' needs.
   - (ii) Teachers provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts.
   - (iii) Teachers adjust content delivery in response to student progress through the use

2) **Standard 2—Knowledge of Students and Student Learning.** Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs.

(A) Teachers demonstrate the belief that all students have the potential to achieve at high levels and support all students in their pursuit of social-emotional learning and academic success.
(i) Teachers purposefully utilize learners' individual strengths as a basis for academic and social-emotional growth.
(ii) Teachers create a community of learners in an inclusive environment that views differences in learning and background as educational assets.
(iii) Teachers accept responsibility for the growth of all of their students, persisting in their efforts to ensure high levels of growth on the part of each learner.

(B) Teachers acquire, analyze, and use background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage students in learning.
   (i) Teachers connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts.
   (ii) Teachers understand the unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to effectively address these needs through instructional strategies and resources.
   (iii) Teachers understand the role of language and culture in learning and know how to modify their practices to support language acquisition so that language is comprehensible and instruction is fully accessible.

(C) Teachers facilitate each student's learning by employing evidence-based practices and concepts related to learning and social-emotional development.
   (i) Teachers understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills.
   (ii) Teachers identify readiness for learning and understand how development in one area may affect students' performance in other areas.
   (iii) Teachers apply evidence-based strategies to address individual student learning needs and differences, adjust their instruction, and support the learning needs of each student.

3) Standard 3--Content Knowledge and Expertise. Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.

A) Teachers understand the major concepts, key themes, multiple perspectives, assumptions, processes of inquiry, structure, and real-world applications of their grade-level and subject-area content.
   (i) Teachers have expertise in how their content vertically and horizontally aligns with the grade-level/subject-area continuum, leading to an integrated curriculum across grade levels and content areas.
   (ii) Teachers identify gaps in students' knowledge of subject matter and communicate with their leaders and colleagues to ensure that these gaps are adequately addressed across grade levels and subject areas.
   (iii) Teachers keep current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline.

(B) Teachers design and execute quality lessons that are consistent with the concepts of their specific discipline, are aligned to state standards, and demonstrate their content expertise.
   (i) Teachers organize curriculum to facilitate student understanding of the subject matter.
   (ii) Teachers understand, actively anticipate, and adapt instruction to address common misunderstandings and preconceptions.
   (iii) Teachers promote literacy and the academic language within the discipline and make discipline-specific language accessible to all learners.

(C) Teachers demonstrate content-specific pedagogy that meets the needs of diverse learners, utilizing engaging instructional materials to connect prior content knowledge to new learning.
   (i) Teachers teach both the key content knowledge and the key skills of the discipline.
   (ii) Teachers make appropriate and authentic connections across disciplines, subjects, and students' real-world experiences.

(4) Standard 4--Learning Environment. Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.
(A) Teachers create a mutually respectful, collaborative, and safe community of learners by using knowledge of students' development and backgrounds.
   (i) Teachers embrace students' backgrounds and experiences as an asset in their learning environment.
   (ii) Teachers maintain and facilitate respectful, supportive, positive, and productive interactions with and among students.
   (iii) Teachers establish and sustain learning environments that are developmentally appropriate and respond to students' needs, strengths, and personal experiences.

(B) Teachers organize their classrooms in a safe and accessible manner that maximizes learning.
   (i) Teachers arrange the physical environment to maximize student learning and to ensure that all students have access to resources.
   (ii) Teachers create a physical classroom set-up that is flexible and accommodates the different learning needs of students.

(C) Teachers establish, implement, and communicate consistent routines for effective classroom management, including clear expectations for student behavior.
   (i) Teachers implement behavior management systems to maintain an environment where all students can learn effectively.
   (ii) Teachers maintain a strong culture of individual and group accountability for class expectations.
   (iii) Teachers cultivate student ownership in developing classroom culture and norms.

(D) Teachers lead and maintain classrooms where students are actively engaged in learning as indicated by their level of motivation and on-task behavior.
   (i) Teachers maintain a culture that is based on high expectations for student performance and encourages students to be self-motivated, taking responsibility for their own learning.
   (ii) Teachers maximize instructional time, including managing transitions.
   (iii) Teachers manage and facilitate groupings in order to maximize student collaboration, participation, and achievement.
   (iv) Teachers communicate regularly, clearly, and appropriately with parents and families about student progress, providing detailed and constructive feedback and partnering with families in furthering their students' achievement goals.

(5) Standard 5—Data-Driven Practice. Teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.
(A) Teachers implement both formal and informal methods of measuring student progress.
   (i) Teachers gauge student progress and ensure student mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning.
   (ii) Teachers vary methods of assessing learning to accommodate students' learning needs, linguistic differences, and/or varying levels of background knowledge.

(B) Teachers set individual and group learning goals for students by using preliminary data and communicate these goals with students and families to ensure mutual understanding of expectations.
   (i) Teachers develop learning plans and set academic as well as social-emotional learning goals for each student in response to previous outcomes from formal and informal assessments.
   (ii) Teachers involve all students in self-assessment, goal setting, and monitoring progress.
   (iii) Teachers communicate with students and families regularly about the importance of collecting data and monitoring progress of student outcomes, sharing timely and comprehensible feedback so they understand students' goals and progress.

(C) Teachers regularly collect, review, and analyze data to monitor student progress.
   (i) Teachers analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning.
   (ii) Teachers combine results from different measures to develop a holistic picture of students' strengths and learning needs.
(D) Teachers utilize the data they collect and analyze to inform their instructional strategies and adjust short- and long-term plans accordingly.
   (i) Teachers design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes.
   (ii) Teachers regularly compare their curriculum scope and sequence with student data to ensure they are on track and make adjustments as needed.

(6) Standard 6—Professional Practices and Responsibilities. Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.
(A) Teachers reflect on their teaching practice to improve their instructional effectiveness and engage in continuous professional learning to gain knowledge and skills and refine professional judgment.
   (i) Teachers reflect on their own strengths and professional learning needs, using this information to develop action plans for improvement.
   (ii) Teachers establish and strive to achieve professional goals to strengthen their instructional effectiveness and better meet students' needs.
   (iii) Teachers engage in relevant, targeted professional learning opportunities that align with their professional growth goals and their students' academic and social-emotional needs.

(B) Teachers collaborate with their colleagues, are self-aware in their interpersonal interactions, and are open to constructive feedback from peers and administrators.
   (i) Teachers seek out feedback from supervisors, coaches, and peers and take advantage of opportunities for job-embedded professional development.
   (ii) Teachers actively participate in professional learning communities organized to improve instructional practices and student learning.

(C) Teachers seek out opportunities to lead students, other educators, and community members within and beyond their classrooms.
   (i) Teachers clearly communicate the mission, vision, and goals of the school to students, colleagues, parents and families, and other community members.
   (ii) Teachers seek to lead other adults on campus through professional learning communities, grade- or subject-level team leadership, committee membership, or other opportunities.

(D) Teachers model ethical and respectful behavior and demonstrate integrity in all situations.
   (i) Teachers adhere to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at their specific school placement(s).
   (ii) Teachers communicate consistently, clearly, and respectfully with all members of the campus community, including students, parents and families, colleagues, administrators, and staff.
   (iii) Teachers serve as advocates for their students, focusing attention on students' needs and concerns and maintaining thorough and accurate student records.
Seminar Topics for Student Teachers**

Seminars time TBD, expect 3 – 4 hours. 
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

Location: TBD
Dates: TBD

**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 http://www.uta.edu/coed/academics/fieldexperience/handbooks.php
All student teachers must complete requirements stated in the Secondary and EC- 12 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 all documents and review them with your Cooperating Teacher! AND CTs must complete the PPT training that is found on this link.
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
- 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 (CTs) 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: 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 TEES PPR test.
- If your TExES score is not passing, meet with your advisor, complete a new review assignment, and then, when cleared, 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 (16-18 weeks)

Description: To track experiences and allow for reflection during student teaching, candidates will submit weekly reports of their teaching and non-teaching activities. The weekly reports assignment has two parts. Part 1, Candidates will complete in collaboration with the Cooperating Teachers. To submit weekly online click on “Weekly Report & Reflection” on the following link: http://www.uta.edu/coed/academics/fieldexperience/index.php. Part 2, the weekly reflection will be completed on Blackboard individually by the student.

<table>
<thead>
<tr>
<th>University of Texas at Arlington</th>
<th>Secondary Weekly Report Form</th>
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<tbody>
<tr>
<td>UTA Candidate ____________________</td>
<td></td>
</tr>
<tr>
<td>Cooperating Teacher _____________</td>
<td></td>
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<tr>
<td>Campus/School __________________</td>
<td></td>
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<tr>
<td>Weekly Report Number _____</td>
<td></td>
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<tr>
<td>Date ______</td>
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Part 1: (Online, in collaboration with the Cooperating Teacher)

I. 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:

II. 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:

Part 2: 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>Below Standard</th>
<th>Meets Standard (Acceptable)</th>
<th>Exceeds Standard</th>
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<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>
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</tbody>
</table>
FORMAL LESSON PLAN AND SELF-ASSESSMENT/REFLECTION

* To be completed for UTA Supervisor and CT formal observations.

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>
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<tr>
<td><strong>Secondary Lesson Plan and Self-Assessment Form</strong></td>
</tr>
<tr>
<td>UTA Candidate: ___________________________</td>
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<tr>
<td>Cooperating Teacher ___________________________</td>
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<tr>
<td>School: ___________________________</td>
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<tr>
<td>Grade Level: ___________________________</td>
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<tr>
<td>Subject: ___________________________</td>
</tr>
<tr>
<td>Lesson Topic: ___________________________</td>
</tr>
<tr>
<td>Date of Lesson: __________________</td>
</tr>
<tr>
<td>Approximate Duration of Lesson: __________</td>
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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](http://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 the 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.
### Lesson Plan Grading Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Target</th>
</tr>
</thead>
</table>
| **Lesson Plan Components**       | Not well developed lesson plan which includes 2 of the 4 required elements of a lesson plan:  
  • Required Format  
  • Overview  
  • Resources (materials, technology, & vocabulary)  
  • Reteach example | Acceptable lesson plan which includes 3 of the 4 required elements of a lesson plan:  
  • Required Format  
  • Overview  
  • Resources (materials, technology, & vocabulary)  
  • Reteach example | Fully developed lesson plan which includes **all** required elements of a lesson plan such as:  
  • Required Format  
  • Overview  
  • Resources (materials, technology, & vocabulary)  
  • Reteach example |
| **First Required, National Standard Statement** | The required national standard was not included in the lesson. Rational for standard alignment is poorly stated. | The required national standard does not directly align to learning objectives and key assessment. Rational for standard alignment is provided. | The required national standard is included and does directly to the learning objectives and key assessment. Rational for standard alignment is clearly articulated. |
| **Second Required, National Standard Statement** | The required national standard was not included in the lesson. Rational for standard alignment is poorly stated. | The required national standard does not directly align to learning objectives and key assessment. Rational for standard alignment is provided. | The required national standard is included and does directly to the learning objectives and key assessment. Rational for standard alignment is clearly articulated. |
| **TEKS & ELPS** | TEKS and/or ELPS chosen are inappropriate for the theme and content of the lesson. | Either the number of TEKS and/or ELPS selected are not sufficient/too many or are inappropriate for the theme and content of the lesson. | TEKS choices are appropriate for the theme or content of the lesson. The ELPS are correctly selected and align with learning objectives and key assessment. |
| **Objectives** | Either there are no objectives provided for the lesson or they demonstrate limited understanding of learners, learning standards, and/or alignment to learning standards (i.e., TEKS, ELPS, CCRS, and National Standards). | The lesson contains 2-3 learning objectives that demonstrates understanding of learners, learning standards (i.e., TEKS, ELPS, CCRS, National Standards), and an ability to construct objectives for instruction that draw on learning standards. | The lesson contains 2-3 learning objectives are clearly articulated and appropriate for grade and content. Demonstrates in depth understanding of learners, learning standards, and an ability to construct well developed objectives that directly align learning standards (i.e., TEKS, ELPS, CCRS, and National Standards). |
| **Key Assessment** | The lesson’s key assessment is poorly described and may or may not align to the learning objectives and/or standards. The chosen assessment is inappropriate or does not adequately evaluate the lesson. | The lesson’s key assessment is acceptably described with adequate alignment to the learning objectives and standards. Assessment is designed to reinforce knowledge and skills to enhance retention of content. | The lesson’s key assessment is thoroughly explained with a clear alignment to the learning objectives and learning standards. Assessment selected is well designed to enhance retention of content. |
| **Overall Procedures** | Demonstrates a limited lesson plan or lack of real insights about content and pedagogy | Demonstrates good knowledge of content as well as instructional resources, procedures, and pedagogy that are adequately suited to the content and lesson. | Demonstrates a depth of knowledge of content taught as well as instructional resources, procedures, and pedagogy that are best suited to the content and lesson. |
| **Procedures, Components of the Lesson** | Lesson procedures include **3 or fewer** of the following that may or may not be poorly written:  
  • Introduction (i.e., hook, warm-up, anticipatory set)  
  • Teacher input  
  • Teacher modeling  
  • Guided practice  
  • Key Assessment  
  • Closure | Lesson includes a good faith attempt of **all** following, with a few that are well designed:  
  • Introduction (i.e., hook, warm-up, anticipatory set)  
  • Teacher input  
  • Teacher modeling  
  • Guided practice  
  • Key Assessment  
  • Closure | An exceptionally well organized lesson which includes **all** of the following well-written elements:  
  • Introduction (i.e., hook, warm-up, anticipatory set)  
  • Teacher input  
  • Teacher modeling  
  • Guided practice  
  • Key Assessment  
  • Closure |
<table>
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<th>Acceptable</th>
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</tr>
</thead>
</table>
| **Procedures, Critical Thinking**    | Demonstrates a depth of understanding to construct lessons with 2 or fewer of the following elements:  
• Graphical (visual) and verbal presentation and analytical thinking.  
• Includes some critical thinking and analysis  
• Models and/or expects students to know of the connection between abstract and concrete representation of content  
• Uses questions to guide students demonstration of what they know (e.g., why?, how?, what if? etc.) | Demonstrates a depth of understanding to construct a strong lesson with 3 of the 4 elements below:  
• Acceptable graphical (visual) and verbal presentation and analytical thinking.  
• Requires critical thinking and analysis  
• Models and requires students to demonstrate understanding of the connection between abstract and concrete representation of content  
• Uses good questions to guide students demonstration of what they know (e.g., why?, how?, what if? etc.) | Demonstrates a depth of understanding to construct a rigorous lesson with all of the following:  
• Excellent graphical (visual) and verbal presentation and analytical thinking.  
• Requires strong, well-articulated critical thinking and analysis  
• Clearly models and requires students to demonstrate understanding of the connection between abstract and concrete representation of content  
• Uses deep questions to guide students demonstration of what they know (e.g., why?, how?, what if? etc.) |
| **Extension, Modifications & Accommodations** | Demonstrates poor understanding of extensions, accommodations and modifications needed for students to learn, which may or may not be inappropriate. | Demonstrates basic understanding of extensions, accommodations and modifications needed for students to learn, which are acceptable for the lesson. | Demonstrates in-depth understanding of extensions, accommodations and modifications needed for all students to learn and which are well aligned to the lesson. |
| **Reflection**                       | Demonstrates poor/limited metacognition skills and ability to reflect on performance, future expectations, and adaptations based on experience. | Demonstrates acceptable metacognition skills and ability to reflect on performance as a teacher by adequately describing analyzing strengths, challenges, future application, changes, and expectations. | Demonstrates strong metacognition skills and ability to reflect on performance as a teacher by analyzing strengths, challenges, future application, changes, and expectations. |
| **Grammar, Punctuation, Easy to Read** | Did not demonstrate appropriate grammar usage and writing conventions. Difficult to read. | Demonstrated acceptable grammar usage and writing conventions. Somewhat easy to read. | Demonstrated excellent grammar usage and writing conventions. Easy to read. |
Purpose:

- Teacher candidates must develop a mini-unit plan of study that demonstrates ability to plan an instructional unit, to develop two or more lesson plans 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 (2 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 student 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 represents 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 (2 individual case studies).
### TEACHER WORK SAMPLE (TWS): TK20 Assignment
**UTA Student Teacher Work Sample and Student Learning Assignment Rubric**

<table>
<thead>
<tr>
<th>TWS Components</th>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Above Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor attention to detail and/or accuracy. The following TWS components are missing or are incomplete:</td>
<td>Adequate care to detail and accuracy evident. All of the following components are identified and are generally complete:</td>
<td>Exceptional care to detail and accuracy evident. All of the following components are clearly identified and are complete:</td>
<td></td>
</tr>
<tr>
<td>- Appropriate Heading</td>
<td>- Appropriate Heading</td>
<td>- Appropriate Heading</td>
<td></td>
</tr>
<tr>
<td>- Complete, appropriately labeled school and classroom demographic data table</td>
<td>- Complete, appropriately labeled school and classroom demographic data table</td>
<td>- Complete, appropriately labeled school and classroom demographic data table</td>
<td></td>
</tr>
<tr>
<td>- Clear, correct, well-labeled graph for class gender or ethnicity data</td>
<td>- Clear, correct, well-labeled graph for class gender or ethnicity data</td>
<td>- Clear, correct, well-labeled graph for class gender or ethnicity data</td>
<td></td>
</tr>
<tr>
<td>- Complete, detailed Mini-Unit Outline</td>
<td>- Complete, detailed Mini-Unit Outline</td>
<td>- Complete, detailed Mini-Unit Outline</td>
<td></td>
</tr>
<tr>
<td>- Copies of identical summative assessments (pre- and post-assessment)</td>
<td>- Copies of identical summative assessments (pre- and post-assessment)</td>
<td>- Copies of identical summative assessments (pre- and post-assessment)</td>
<td></td>
</tr>
<tr>
<td>- Keys for identical summative assessments</td>
<td>- Keys for identical summative assessments</td>
<td>- Keys for identical summative assessments</td>
<td></td>
</tr>
<tr>
<td>- Copies of directions and/or handouts for key formative assessments that are correctly labeled to indicate when administered (lesson).</td>
<td>- Copies of directions and/or handouts for key formative assessments that are correctly labeled to indicate when administered (lesson).</td>
<td>- Copies of directions and/or handouts for key formative assessments that are correctly labeled to indicate when administered (lesson).</td>
<td></td>
</tr>
<tr>
<td>- Copies of thoughtful, rubrics for each key formative assessment</td>
<td>- Copies of thoughtful, rubrics for each key formative assessment</td>
<td>- Copies of thoughtful, rubrics for each key formative assessment</td>
<td></td>
</tr>
<tr>
<td>- Student work samples for each level of every rubric</td>
<td>- Student work samples for each level of every rubric</td>
<td>- Student work samples for each level of every rubric</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Formative Assessment Rubrics</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance indicators were not clearly identified.</td>
<td>Most of the performance indicators were identified using a rubric for full or partial credit.</td>
<td>All performance indicators (expectations for performance at each level) were suitable and clearly identified for full or partial credit.</td>
<td></td>
</tr>
<tr>
<td>Assessments alignment to learning objectives and standards was limited.</td>
<td>The assessment was somewhat aligned to the learning objectives and standards.</td>
<td>Assessments were clearly aligned to the learning objectives and standards.</td>
<td></td>
</tr>
<tr>
<td>Demonstrates a poor understanding of student performance and teacher expectations.</td>
<td>Demonstrates adequate understanding of learner performance and teacher expectations.</td>
<td>The rubric shows a depth of understanding of learner performance and teacher expectations.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Sample (Artifact) Explanation</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<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>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Analyzing Case Studies (2 students individually)</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The individual performance of the two students was analyzed diagnostically in a limited way. Interventions were poorly explained.</td>
<td>The individual performance of the two students was analyzed diagnostically to determine if and when an intervention was needed.</td>
<td>The individual performance of the two students was thoroughly analyzed diagnostically to determine if and when an intervention was needed.</td>
<td></td>
</tr>
<tr>
<td>Analysis of pre-and post-assessments may not be clear.</td>
<td>Interventions were adequately explained.</td>
<td>Clear analysis of pre- and post-assessments separately before comparing results.</td>
<td></td>
</tr>
<tr>
<td>Limited understanding of summative and formative assessment results.</td>
<td>Analyzes pre- and post-assessments before comparing results.</td>
<td>Clearly connects summative and formative performance.</td>
<td></td>
</tr>
<tr>
<td>Poorly describes how data informs the teacher of his/her impact on student learning.</td>
<td>Connects summative and formative performance.</td>
<td>Interventions clearly explained.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Adequately describes how data informs the teacher of his/her impact on student learning.</td>
<td>Thoroughly describes how data informs understanding of teacher impact on student learning.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Unacceptable</td>
<td>Acceptable</td>
<td>Above Average</td>
</tr>
<tr>
<td>----------------------</td>
<td>--------------</td>
<td>------------</td>
<td>---------------</td>
</tr>
</tbody>
</table>
| **Pre-Test & Post-Test Analysis** | Summative assessment (pre-/post-test) data analysis may focus on simple grade evaluation. Pre- and post-assessments are analyzed somewhat separately before the results are compared. Data are analyzed holistically (as a class) and demographically in a limited fashion. Includes at least 3 of the following:  
  - Discuss results to show fair understanding of the connection between student performance and mastery of learning objectives and standards.  
  - Use data diagnostically to determine how to adjust instruction for student learning.  
  - Explain how the results do or do not meet teacher expectations.  
  - Describe how data informs the teacher of his/her impact on student learning. | Summative assessment (pre-/post-test) data analysis is beyond simple grade evaluation. Pre- and post-assessments are analyzed separately before the results are compared. Data are adequately analyzed holistically (as a class) and demographically. Includes all of the following:  
  - Discuss results to show fair understanding of the connection between student performance and mastery of learning objectives and standards.  
  - Use data diagnostically to determine how to adjust instruction for student learning.  
  - Explain how the results do or do not meet teacher expectations.  
  - Describe how data informs the teacher of his/her impact on student learning.  
  - Adequate reasoning evident. | Summative assessment (pre-/post-test) data analysis is well beyond simple grade evaluation. Pre- and post-assessments are clearly analyzed separately before the results are compared. All data are clearly and thoroughly analyzed holistically (as a class) and demographically. Includes all of the following:  
  - Discuss results to show clear understanding of how performance indicates mastery of learning objectives and standards.  
  - Use data diagnostically to determine how to best adjust instruction for maximum student learning.  
  - Explain how the results do or do not meet teacher expectations.  
  - Describe how data informs the teacher of his/her impact on student learning.  
  - Detailed, thorough, and clear reasoning evident. |
| **Formative Assessment** | - Each lesson’s formative assessment data were poorly analyzed and/or did not use data diagnostically.  
  - Demonstrates poor understanding of teachers’ impact on student learning. Inadequate use of rubrics to evaluate performance.  
  - Limited description of how data informs teacher decision and impact on subsequent lessons.  
  - Demonstrates limited ability to measure difference in performance between pre-assessment and formative assessment. | - Each lesson’s formative assessment data were adequately analyzed and used diagnostically to improve instruction.  
  - Demonstrates good understanding of teachers’ impact on student learning through use of rubrics diagnostically to evaluate performance.  
  - Acceptable description of how data informs teacher decision and impact on subsequent lessons.  
  - Demonstrates ability to measure difference in performance between pre-assessment and formative assessment. | - Each lesson’s formative assessment data were well analyzed and used diagnostically to improve instruction.  
  - Demonstrates depth of understanding of teachers’ impact on student learning through use of rubrics diagnostically (evaluation of student learning and mastery of learning standards/objectives).  
  - Clear, thorough description of how data informs teacher decision and impact on subsequent lessons.  
  - Demonstrates ability to measure difference in performance between pre-assessment and formative assessment. |
| **Final Reflection** | *Comparing ALL Data:* Candidate does not demonstrate 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. | *Comparing ALL Data:* 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. | *Comparing ALL Data:* 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 by inviting student reflection on performance. |
Pre-/Post-Survey: Students will be required to take a pre-survey at the beginning of student teaching, which will include providing demographic data on the schools in which you are placed for both placements. Note: Information for Placement 2 may uploaded at the start of Placement 2.

End of the Field Experience Surveys:
- At the end of each placement both student teachers and Cooperating Teachers will complete a final survey.
  - Cooperating Teachers will be asked to evaluate the student teacher and University Supervisor at the end of the field experience. This is the final assessment for the teacher candidate’s performance during the given placement. This means that the teacher candidate will be evaluated twice—once for each placement.
  - Student teachers will evaluate the Cooperating Teacher and UTA Supervisor at the end of each placement.

POLICIES AGREEMENT
Description: Read about the Policy Agreement in the handbook. Sign and upload on Blackboard.
ACTIVITIES REPORT (TK20)

Submit a written report indicating which of the following activities you completed during your student teaching including the date completed and your reflections about the experience/activity. In your reflection, please indicate the ways in which selected activities helped you: 1) interact more knowledgeably with students, families and colleagues, 2) engage in any leadership and/or collaborative roles in professional learning communities, and 3) actively develop as a professional educator. Save this form and put your reflections after each item completed. Then, post this assignment on Blackboard.

<table>
<thead>
<tr>
<th>DATE</th>
<th>ACTIVITY</th>
</tr>
</thead>
</table>
| Tour the Campus/Meet Faculty & Staff | Tour building: lunchroom, office, library and workroom Meet with the following faculty and staff members:  
  a. Principal  
  b. Vice Principal  
  c. Department Chair/Team Leader  
  d. Librarians  
  e. Teachers nearby and/or in the department  
  f. School secretary  
  g. 504/Special Education specialist  
  h. School nurse  
  i. Counselor  
  j. Cafeteria worker  
  k. Custodial worker  
  l. At-Risk coordinator/social worker |
| Procedures | Review school policies in both the teacher handbook and student handbook  
Learn fire drill, civil defense and emergency procedures  
Locate and operate visual aids equipment  
Become acquainted with the teacher appraisal instrument  
Review textbook and supplementary materials  
Learn testing procedures, grading scale, tardy and absence procedures  
Examine a sample of student’s permanent record (CONFIDENTIAL)  
Obtain and review a copy of the curriculum guide |
| Action/Activities | Assist with assigned duty period (Lunchroom, bus, hall, etc.)  
Participate in individualized instruction / tutoring  
Initiate small group instruction  
Perform clerical duties to include:  
  a) check attendance  
  b) grade several sets of papers such as tests, quizzes, homework, essays, and labs  
  c) write up a discipline referral slip  
Administer tests (does not include standardized tests)  
Develop self-made materials (at least one activity sheet and one quiz)  
Observe you Cooperating Teacher being evaluated by an administrator  
Create a sample subfolder  
Before and after school programs / tutorials  
Attend the following at least 8 of the following:  
  a. School board meeting  
  b. Professional teacher association meeting  
  c. Extracurricular function  
  d. PTA meeting  
  e. Faculty meeting  
  f. Departmental meeting  
  g. In-service/staff development  
  h. Parent conference  
  i. Athletic Event  
  j. Club meeting or assembly |

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### Activities Report Rubric

<table>
<thead>
<tr>
<th>Activities Report: Professional Knowledge and Skills</th>
<th>Exceeds Standard</th>
<th>Meets Standard</th>
<th>Approaches Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate completes the activities report and clearly provides ample evidence of regular communication (i.e., students, parents, and colleagues), meaningful collaboration with colleagues, and superior professional development.</td>
<td>Candidate completes the activities and adequately demonstrates an understanding of professional knowledge and skills, including collaborating with colleagues, awareness of professional organization, contributing in an ethical manner, and engaging in continual professional development (e.g., PLC meetings, CT enrichment discussions, meetings on campus/in district, etc.)</td>
<td>Candidate completes required activities, but reflection does not indicate an adequate understanding of the professional aspects of his or her career.</td>
<td></td>
</tr>
</tbody>
</table>
Speech Competency in Instructional Settings Form

(To be completed by the Cooperating Teacher and submitted by the Student Teacher on Blackboard)

UT Arlington Candidate

Cooperating Teacher and School

UT Arlington Supervisor

This form is to be completed by the Cooperating Teacher. Cooperating teachers should initial each item to verify response. Circle each item, Yes or No

1. The UT Arlington candidate uses grammatically correct speech including verb tense, pronouns, etc.
   YES NO

2. The UT Arlington candidate clearly enunciates sounds and words so that his/her students can clearly understand words and sentences.
   YES NO

3. The UT Arlington candidate correctly pronounces words, especially technical terms or names in the content area.
   YES NO

4. The UT Arlington candidate speaks loudly enough so that his/her students can hear him/her, and at appropriate loudness for the size of the room.
   YES NO

5. The UT Arlington candidate speaks at an appropriate speed or rate so that students can clearly understand him/her.
   YES NO

6. The UT Arlington candidate gives clear verbal directions, descriptions, and explanations.
   YES NO

7. The UT Arlington candidate is free of speech defects that would impair his/her ability to communicate clearly (such as lisping, stuttering, etc.), or appropriately compensates for the defect.
   YES NO

8. The UT Arlington candidate communicates with students using appropriate eye contact, gestures, and body movements.
   YES NO
9. The UT Arlington candidate communicates with students with appropriate enthusiasm, variation of tone, and expression.

YES NO

10. The UT Arlington candidate communicates with his/her students with poise and self-confidence.

YES NO

11. The UT Arlington candidate is free of inappropriate verbal and body mannerisms which are distracting for students.

YES NO

12. The UT Arlington candidate makes consistent use of inclusive language (gender/culture).

YES NO

13. The UT Arlington candidate uses professional speech and mannerisms.

YES NO

14. The UT Arlington candidate greets other professionals and students in a positive manner.

YES NO

OVERALL COMMENTS / SUGGESTIONS:

________________________________________  __________________________
Cooperating Teacher Signature                  Date

Campus: ______________________________________
### 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.*  

–Mary Curtis

TEA Standards and TExES Competencies are addressed and/or supported each week throughout the course via such things as seminar, conferences with CTs, evaluations and conferences by the UTA Supervisor, etc.

<table>
<thead>
<tr>
<th>Date(s)</th>
<th>Assignments Due</th>
<th>Recommended Teaching Schedule</th>
</tr>
</thead>
</table>
| **Week 1** 01-2-17 **TWS** | **Student teaching begins January 2, 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 to three lessons a day after an initial day or two of transitioning into the class.
  - 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.
  **Note:** Students must attend the school each day that their placement school is open. The UTA academic calendar does NOT determine this. |
| Week 2 01-9-17 | Weekly Report 1 (week of 1/2)
  – post to BB by 11:59pm 1/9
  - Placement 1 Schedule & Information
  - Policies & Agreement
  – post to BB by 11:59pm on Jan. 6th | Student teacher teaches a minimum of three to four 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 01-16-17 | Weekly Report 2 (week of 1/9)
  – post to BB by 11:59pm 1/16 | 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. |
| Week 4 01-23-17 | Weekly Report 3 (week of 1/16)
  – post to BB by 11:59pm on 1/23 | Student teacher teaches a minimum of five or more 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 5 01-30-17 **TWS** | Weekly Report 4 (week of 1/23)
  – post to BB by 11:59pm on 1/30 | **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 may be part of the Chapter or Unit Plan to complete the Teacher Work Sample Assignment** |
| Weeks 1-5 (01-2-17 to 01-30-17) | University Supervisor: 2-3 formal observations
  Cooperating Teacher: 1-2 formal observations
  *Turn in on BB CT Lesson Plan (LP) #1 w/ Evaluation & Supervisor LP #1* | **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 may be part of the Chapter or Unit Plan to complete the Teacher Work Sample Assignment** |
| Week 6 02-6-17 **TWS** | Weekly Report 5 (week of 1/30)
  – post to BB by 11:59pm on 2/6 | **Teaching Block:** Student teacher continues all teaching responsibilities.
  Cooperating teacher may choose to leave classroom & observe selected lessons.
  **Lesson plans may be part of the Chapter or Unit Plan to complete the Teacher Work Sample Assignment** |
| Week 7 02-13-17 | Weekly Report 6 (week of 2/6)
  – post to BB by 11:59pm on 12/13 | 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.
  **Student shares lesson plans for the first week of teaching block with Cooperating Teacher for feedback.** |
| Week 8 02-20-17 | Weekly Report 7 (week of 2/13)
  – post to BB by 11:59pm on 2/20 | Cooperating teacher gradually 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. |

*Note: The teaching block time is highlighted to remind you that you must have a full two week teaching block for all classes. The timing of the teaching block is negotiated with your Cooperating Teacher. The lessons for the TWS may occur anytime in your placement.*
<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;02-27-17&lt;br&gt;(<em>2nd Placement Begins</em>)</td>
<td>Weekly Report 8 (week of 2/20) – post to BB by 11:59pm on 2/27&lt;br&gt;<strong>Analyze TWS data for final report!</strong></td>
<td>Student teacher teaches <em>a minimum</em> of two class periods (or one block) per day. <em>(Student teacher can teach more as directed by the CT.)</em>&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>Week 10</strong>&lt;br&gt;03-6-17</td>
<td>Weekly Report 9 (week of 2/27) – post to BB by 11:59pm on 3/6</td>
<td>Student teacher teaches <em>a minimum</em> of four class periods (or two blocks) per day. <em>(Student teacher can teach more as directed by the CT.)</em>&lt;br&gt;Cooperating teacher remains in the room to assist.&lt;br&gt;Lesson planning is completed jointly.</td>
</tr>
<tr>
<td><strong>Weeks 6-10</strong>&lt;br&gt;(02-6-17 to 03-6-17)</td>
<td><strong>University Supervisor:</strong> 2-3 formal observations&lt;br&gt;<strong>Cooperating Teacher:</strong> 1-2 formal observations&lt;br&gt;<strong>Plan Peer formal observation</strong>&lt;br&gt;<em>Turn in on BB CT Lesson Plan (LP) #2 w/ Evaluation &amp; Supervisor LP #2</em></td>
<td><strong>NOTE:</strong> You take Spring Break when your placement does. Do not go by the UTA calendar. Use your school district’s calendar!</td>
</tr>
<tr>
<td><strong>Week 11</strong>&lt;br&gt;03-13-17</td>
<td><strong>Happy Spring Break!</strong></td>
<td><strong>NOTE:</strong> You take Spring Break when your placement does. Do not go by the UTA calendar. Use your school district’s calendar!</td>
</tr>
<tr>
<td><strong>Week 12</strong>&lt;br&gt;03-20-17</td>
<td>Weekly Report 10 (week of 3/6) – post to BB by 11:59pm on 3/20</td>
<td>Student teacher teaches <em>a minimum</em> of five class periods (or two blocks) per day. <em>(Student teacher can teach more as directed by the CT.)</em>&lt;br&gt;Cooperating teacher remains in the room to assist.&lt;br&gt;Lesson planning is completed jointly.&lt;br&gt;<strong>Student shares lesson plans for the first week of teaching block with Cooperating Teacher for feedback</strong></td>
</tr>
<tr>
<td><strong>Week 13</strong>&lt;br&gt;03-27-17&lt;br&gt;DUE: TWS</td>
<td>Weekly Report 11 (week of 3/20) – post to BB by 11:59pm on 3/27&lt;br&gt;<strong>DUE: Teacher Work Sample Final Report (Due 3/27)</strong></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.&lt;br&gt;<strong>Student shares lesson plans for the second week of teaching block with Cooperating Teacher for feedback.</strong></td>
</tr>
<tr>
<td><strong>Week 14</strong>&lt;br&gt;04-3-17</td>
<td>Weekly Report 12 (week of 3/27) – post to BB by 11:59pm on 4/3</td>
<td><strong>Teaching Block:</strong> Student teacher continues all teaching responsibilities.&lt;br&gt;Cooperating teacher may choose to leave classroom &amp; observe selected lessons.</td>
</tr>
<tr>
<td><strong>Week 15</strong>&lt;br&gt;04-10-17</td>
<td>Weekly Report 13 (week of 4/3) – post to BB by 11:59pm on 4/10</td>
<td>Student teacher teaches <em>a minimum</em> of five class periods (or two blocks) per day. <em>(Student teacher can teach more as directed by the CT.)</em>&lt;br&gt;Cooperating teacher remains in the room to assist.&lt;br&gt;Lesson planning is completed jointly.&lt;br&gt;<strong>Student shares lesson plans for the first week of teaching block with Cooperating Teacher for feedback.</strong></td>
</tr>
<tr>
<td>Date(s)</td>
<td>Assignments Due</td>
<td>Recommended Teaching Schedule</td>
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<tr>
<td><strong>Week 16</strong>&lt;br&gt;04-17-17</td>
<td>Weekly Report 14 (week of 4/10)&lt;br&gt;– post to BB by 11:59pm on 4/17</td>
<td>Student teacher teaches <em>a minimum of five class periods (or two blocks)</em> per day. <em>Student teacher can teach more as directed by the CT.</em>&lt;br&gt;Cooperating teacher remains in the room to assist.&lt;br&gt;Lesson planning is completed jointly.&lt;br&gt;<strong>Student shares lesson plans for the first week of teaching block with Cooperating Teacher for feedback.</strong></td>
</tr>
</tbody>
</table>

| **Weeks 11-18**<br>(03-13-17 to 04-24-17) | **University Supervisor:** 2-3 *formal observations*<br>**Cooperating Teacher:** 1-2 *formal observations*<br>**Plan Peer formal observation**<br>*Post LP on BB<br>*<br>*Turn in on BB CT Lesson Plan (LP) #3 w/ Evaluation, Supervisor LP #3, & Peer LP & Observation* | **Turn in on BB CT Lesson Plan (LP) #3 w/ Evaluation, Supervisor LP #3, & Peer LP & Observation** |

| **Week 17**<br>04-24-17 | Weekly Report 16 (week of 4/17)<br>– post to BB by 11:59pm on 4/24<br>**Turn in:**<br>• Lesson Plan: CT #3, Supervisor #3, and Peer<br>• Activities Report<br>• Speech Competency | Student teacher teaches *a minimum of four class periods (or two blocks)* per day. *Student teacher can teach more as directed by the CT.*<br>Cooperating teacher remains in the room to assist.<br>Lesson planning is completed jointly.<br>**Student shares lesson plans for the first week of teaching block with Cooperating Teacher for feedback.** |

| **Week 18**<br>05-01-17 | Weekly Report 17 (week of 4/24)<br>– post to BB by 11:59pm on 5/01<br><strong>Last Day of Student Teaching: 05/5/17</strong> | Cooperating teacher gradually assumes all teaching duties.<br>(*Student teacher can teach more as directed by the CT.*)<br>Student teacher assists with teaching duties and observes other teachers in social studies and other subject areas in school. |

| **Week 19**<br>05-08-17 | Weekly Report 18 (week of 5/01)<br>– post to BB by 11:59pm on 5/08<br><strong>Final Weekly Report</strong> | **Not attending class; final weekly report due.**<br>Suggestion: Complete by Friday, 5/5. |

*Note: *The teaching block time is highlighted to remind you that you must have a full two week teaching block of all classes. The timing of the two weeks teaching block should be negotiated with your Cooperating Teacher.*