

*Department of Curriculum & Instruction*

**College of Education**  
PARTNERS for the  
**FUTURE**



**UNIVERSITY OF TEXAS AT ARLINGTON**

**COLLEGE OF EDUCATION &  
HEALTH PROFESSIONS**

**EDUC 4647—STUDENT TEACHING**

**SPRING 2011**

**INSTRUCTOR: LARRY CROSS**

**STUDENT TEACHER COPY**

**The University of Texas at Arlington, College of Education & Health Professions  
General Overview**

**Student teaching**

Undergraduate student teaching immediately follows the field experience for UTA candidates. It is a one-semester full time experience scheduled according to the public school district calendar that involves working with cooperating teachers and EC-12 students in the school setting five days a week. Student teaching is considered to be full-time enrollment. Candidates should become familiar with the Student Teacher Handbook prior to the student teaching assignment.

For purposes of determining student teaching eligibility for all education candidates, the following must be completed:

- 2.75 GPA overall or last 60 hours.
- 2.75 GPA in all School of Education courses (with the exception of Kinesiology).
- Additional requirements specific to each certification level.

[www.uta.edu/soe/undergrad/certifications.html](http://www.uta.edu/soe/undergrad/certifications.html)

**College of Education & Health Professions Contact Information:**

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## TIMELINE FOR INITIAL TEACHER CERTIFICATION

On behalf of the College of Education & Health Professions at The University of Texas at Arlington we welcome you to the Secondary Initial Teacher Certification program.

In Texas, secondary teachers are certified to teach in Grades 8-12. The courses you will take to complete the UTA program are designed to enable you to achieve excellence in teaching as well as equip you to become certified by the State of Texas.

The timeline that follows provides important information about the program, coursework, field experience, and required certification exams.

### Program & Policies Agreement:

I have read the information in this handout regarding the Secondary Initial Teacher Certification program. I understand that there are required courses, field experiences, and exams that I must complete prior to being recommended for this certificate. Failure to complete these requirements or to do so according to the required timeline will result in delays to obtaining the certificate and/or failure to be recommended for this certificate.

Candidate name/signature: \_\_\_\_\_

Date: \_\_\_\_\_

### UNDERGRADUATE INITIAL CERTIFICATION

Secondary/All Level Art\* (All level Art coursework varies somewhat) initial teacher certification sequence

- EDML 4300 (prerequisite)
- EDTE 4301 (prerequisite)
- EDUC 4341
- EDUC 4342
- EDUC 4352
- LIST 4343 (and LIST 4326 for English certification candidates only)
- EDUC 4647—Student teaching

Field experience candidates must have completed all content / teaching field coursework prior to the Field experience semester.

Candidates must apply for practicum placement by March 1 for fall placement and October 1 for spring placement.

The field experience semester and student teaching are experiences that begin/end with the ISD calendar, not the UTA calendar. Both the field experience and student teaching include required seminar classes at UTA. The field experience seminars are on Friday afternoons and student teacher seminars are on Wednesday afternoons.

### UNDERGRADUATE FIELD EXPERIENCE CANDIDATES

- All undergraduate secondary and all level Art field experience candidates must take the content practice test on the mandatory field experience orientation day in December for Spring field experience and in August for Fall field experience. All field experience candidates scoring above 80% will complete an approval to take the next available TExES. Registration for the TExES (and scores on the exam) will be monitored throughout the field experience. All field experience candidates must have registered for and taken the content TExES before the end of the field experience.
- All undergraduate field experience candidates who do not have a practice content test (French, German, Spanish, Journalism, Speech, Theater Arts) will submit a practice test study assignment for the ExCET no later than the Orientation/Practice Test. Session. All field experience candidates submitting the assignment will complete an approval to take the next available content exam. Registration for the content exam (and scores on the exam) will be monitored throughout the field experience. All field experience candidates must have registered for and taken the content exam before the end of the field experience.
- Failure to attend the mandatory orientation and/or take the practice test (or submit the practice test study assignment) will result in not moving forward to the field experience.

## **UNDERGRADUATE STUDENT TEACHERS**

- All undergraduate student teachers must have taken the content practice test prior to the orientation date and should have registered for a state content exam. All student teachers must take the PPR (Pedagogy and Professional Responsibilities) practice test on the mandatory student teaching Orientation day in December for spring student teaching and in August for fall student teaching. All student teachers scoring above 80% will complete an approval to take the next available TExES PPR. Registration for the TExES PPR (and scores on the exam) will be monitored throughout student teaching. All student teachers must have passed the content TExES and registered for and taken the TExES PPR before the end of student teaching.
- Failure to attend the mandatory orientation and/or take the practice test will result in not moving forward to student teaching.

## **CERTIFICATION**

**Candidates must apply for certification before six months have elapsed from program completion.** Before applying for certification as a teacher, please make sure you have completed the following requirements (subject to verification by Director of Certification):

- Conferred Bachelor's Degree (or higher);
- Completed all courses on the certification plan;
- Completed all appropriate **TExES** exams;
- Completed field experience/student teaching or one year of approved teaching experience in subject area of probationary certificate.

If you do NOT meet these requirements, please wait to apply for certification until you do. If you do apply before these requirements are completed, your application will be automatically deleted.

Apply at the [State Board for Educator Certification](#) (SBEC).

If more than six months elapse after program completion and you have not applied for certification, you will be required to take additional coursework or exams.

Student Teacher/Cooperating Teacher/School

I have read the following points of information and/or policies of The University of Texas at Arlington, College of Education & Health Professions, Field Experience Office, and Department of Curriculum & Instruction. I agree to follow the policies and procedures as stated. This statement must be signed and returned to your UTA field supervisor.

Signature (Typewritten name): \_\_\_\_\_

- Completion of the full student teaching experience which begins/ends with the public school calendar and not the UTA semester schedule.
- Consistent attendance throughout the student teaching is required. Absences due to emergencies or illness must be reported; excessive absences can lead to dismissal from student teaching.
- Student teaching candidates must report to the assigned school on time according to official school work hours, e.g., including at least 30 minutes prior to the time students report and at least 30 minutes after students are dismissed.
- Attendance at the assigned school campus on all school days including inservice and teacher work days is required.
- Student teaching candidates must meet all of the academic requirements of UTA relative to teacher education, including: (a) approval by the UTA faculty, (b) approval by the school district, and (c) maintaining the minimum requirement for acceptance to student teaching: e.g., admission to teacher education; 2.75 GPA overall; no grades lower than C in area of specialization; 2.75 GPA and no grades lower than C in all professional education courses, and any other prerequisites to the teacher certification program.
- Successful completion of the student teaching courses in addition to the field experience including all assignments as well as all paperwork associated with the student teaching in the assigned school (e.g., lesson plans and self reflections, weekly reports, and submission of all cooperating teacher paperwork.
- For student teaching candidates, the first week, complete a schedule with the cooperating teacher and maintain this schedule throughout the semester.
- Nametags are to be worn in the schools throughout the entire student teaching. If not provided with one, please make one and wear it to all school activities. Security within a school is very important.
- Professionalism is of utmost importance. In addition to being a UTA student, during your student teaching, Student teaching candidates are a part of the faculty. Student teacher behavior will be observed by faculty, staff, community members and the students.
- Confidentiality is extremely important. School personnel, students and activities are not to be discussed off-campus. Learning about professionalism begins now.
- Cooperate with your cooperating teacher. He/She is ultimately responsible for the students and classroom.
- Follow through and complete all assignments given by the cooperating teacher and UTA instructors.
- Accept suggestions for improvement in a positive and professional manner.
- Do not criticize the UTA Teacher Education Program, the school, cooperating teacher, or students.
- Use correct written and spoken English at all times.

University of Texas at Arlington  
College of Education & Health Professions  
**Student Teaching Requirements**

Each student teacher is required to read and comply with the requirements outlined in the Student Teaching Handbook.

Attend student teacher seminars

Criminal Record Check (CRC) for the assigned school district

Speech Competency Checklist

Activities Checklist Report (Submitted at the end of the student teaching)

Weekly Reports with Instructional Activity and Assessment Log (Submitted weekly)

5 Formal Lesson Plans & Post Lesson Plan Reflection/Self Assessment

2 Formal Cooperating Teacher Evaluations (Submitted with each of the two formal lesson plans)  
2 UTA Field Supervisor Formal Evaluations  
1 Peer Evaluation

Have taken and passed the practice exam (or study assignment) for your content teaching field as well as the TExES/ExCET content exam.  
Take and pass the practice exam for the PPR 8-12 or EC-12 (for all level).  
Register for, take and pass the TExES PPR 8-12 or EC-12 (for all level).

Benchmark I & II (Cooperating teacher)

All course requirements in the student teaching course

### Policy Statements Regarding Field experiences

**Health Care Expenses:** University students will be responsible for their own transportation, meals, and health care while participating in the field-based program. University students bear the burden of any expenses incurred in conjunction with injuries that may occur during field-based classes/components, Field experience, and student teaching. The University will not reimburse the candidate for any expenses related to injuries.

**Criminal Record Checks:** Arlington ISD Criminal History Record forms may be obtained at the UTA College of Education & Health Professions ([www.uta.edu/coed/fieldexperience](http://www.uta.edu/coed/fieldexperience)) or at AISD's Volunteer Program Office at 1202 West Arkansas Lane in Arlington or on-line at <https://www.aisd.net/vol/>. All candidates taking the field experience and student teaching, in the College of Education & Health Professions must complete AISD's forms and send them to:

**Susan Caldwell, AISD Volunteer Program Coordinator**  
1202 West Arkansas Lane  
(817) 459-7543 fax  
[www.aisd.net](http://www.aisd.net)

- Candidates must fill out new forms each semester.
- Upon receipt of a clear criminal history, the applicant will be placed on a list of approved individuals who may be in the classroom. You may view the approved list at <http://www.aisd.net/volunteerssl/showvolunteers/approved.asp?location=University%20Student%20Resident/Intern/Observer>
- In order to be on the campus with the children, the individual's name must appear on the list. Candidates should identify themselves when they first check in at their schools. (It is a good idea to carry your UTA ID card with you at all times.)
- If you are a UTA candidate in a school district other than AISD, you may be asked to complete a criminal history check for that district as well. Check with your field experience school about their district's procedures.
- Each candidate is responsible for informing the Field Experience Office in the College of Education & Health Professions if he/she is not eligible to be in the classroom with children. (This usually means that a candidate will not be able to meet all course requirements and may need to drop. This is also the candidate's responsibility.)

\*\*\*See web-site [www.uta.edu/coed/fieldexperience](http://www.uta.edu/coed/fieldexperience) for CRC form.

## **Absence Policy for Student Teaching**

(Approved 4-18-2006 by the Program Directors and Office of Field Experiences, UT-Arlington):

**Undergraduate Student Teachers** are allowed three (3) days of absences to be used to attend job fairs and to interview for positions.

**Graduate Student Teachers** may attend the UT-Arlington COEd Job Fair (1/2 day). Such absences must be cleared in advanced with the cooperating teacher.

In the case of emergency, student teachers will be required to submit documentation with regard to each absence. If a student teacher is scheduled to teach and is absent, the student teacher must have all lessons and materials ready for the cooperating teacher to use in the same way that teachers must have lessons and materials ready for a substitute. This may necessitate the student teacher delivering lesson plans and materials to the school or the cooperating teacher prior to the beginning of any classes on the day of the absence.

### **Absence Procedures for Student Teachers**

1. Student teachers will **call cooperating teacher** as soon as they know they must be absent. This must be done before the school day begins.
2. Student teachers must **email the Field Experience Office** ([field\\_experience@uta.edu](mailto:field_experience@uta.edu)) and **the UTA Field Supervisor** to report the absence on the date of the absence.
3. Student teachers will make arrangements to take care of any classroom responsibilities they may have planned for the day (just as your cooperating teacher must do to prepare for a substitute).
4. Student teachers will follow the school's procedures for reporting teacher absences. This will vary from school to school, but may include calling the secretary or principal. Ask your cooperating teacher about the school's attendance policy when you first meet with her/him.
5. All student teachers are expected to work the same hours as the cooperating teacher. The Field Experience Office will contact any student teacher who does not follow these expectations. Failure to follow the official teacher work day hours may be counted as an absence.



University of Texas at Arlington  
College of Education & Health Professions  
**Student Teaching Requirements**

Attend Seminars (Refer to syllabus and program director), Submit Criminal Record Check (CRC), Checklist of Recommended Activities for Cooperating Teacher, Weekly Reports & Reflections, Informal and Formal Lesson Plans / Evaluations, and Benchmarks.

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

All teaching activities during student teaching may be structured in the following fashion to ensure proper mentoring and development in understanding of how children learn. The following is an example you may adopt. This is just a guideline. You and your cooperating teacher will decide on your timeline of phase in/phase out of responsibilities and sign an agreement related to your schedule.

**DATE**

	<b>Week #1</b> Recommended duties include taking roll, distributing and collecting papers, grading and posting grades, assisting in the planning of lessons, copying and gathering instructional materials, individual tutoring, and small group instruction. Student teachers should present at least one lesson. Complete Weekly Report and discuss with cooperating teacher. * During week one the student teacher and cooperating teacher should jointly review this form.
	<b>Week #2</b> Student teacher will teach one class period / subject . Cooperating teacher remains in the room to observe and provide feedback. Complete Weekly Report and discuss with cooperating teacher.
	<b>Week #3</b> Student teacher will teach two class periods /subjects. Cooperating teacher remains in the classroom and provides feedback (Cooperating teacher Formal Observation Form A). Complete Weekly Report and discuss with cooperating teacher.
	<b>Week #4</b> Student teacher will teach three class periods / subjects. Cooperating teacher remains in the classroom to observe and provide feedback. Complete Weekly Report and discuss with cooperating teacher.
	<b>Week #5</b> Student teacher will teach four classes. Cooperating teacher remains in the classroom to observe and provide feedback. Complete Weekly Report and discuss with cooperating teacher.
	<b>Week #6</b> Student teacher will teach five classes. Cooperating teacher remains in the classroom to observe and provide feedback. Complete Weekly Report.
	<b>Week #7</b> Student teacher will assume all teaching responsibilities. Cooperating teacher remains in the classroom to observe and provide feedback. Complete Weekly Report and complete the Speech Competency Form.
	<b>Week #8</b> Teach all classes. Complete Mid-Term Evaluation and conference to discuss progress. Complete Weekly Report and discuss with cooperating teacher.
	<b>Weeks #9- end of the semester</b> Classes and responsibilities will be returned to the cooperating teacher gradually each week. Cooperating teacher observes in selected classes and provides verbal feedback. Complete Weekly Reports and discuss with cooperating teacher.

**NOTE:** All lesson plans are to be typed and reviewed by the cooperating teacher in a timely manner (48 hours prior to delivery of lesson). Weekly Reports must be completed collaboratively each week and to ensure communication and progress. Also, student teachers must assist cooperating teachers in preparing students for final examinations at the end of semesters. Student teachers should prepare exam questions and assist in helping students review in preparation for these exams. If you have two cooperating teachers, please contact your program director for a sample schedule.

**The University of Texas at Arlington**  
**College of Education & Health Professions**  
**Student Teaching Requirements with 2 Cooperating Teachers/Assignments**

<b>Cooperating Teacher 1 First Half of Semester</b>	<b>Cooperating Teacher 2 Second Half of Semester</b>
<b>Week 1</b> *Complete Policies Agreement Statement, Weekly Report and discuss with cooperating teacher Recommended duties include taking roll, distributing and collecting papers, grading and posting grades, assisting in the planning of lessons, copying and gathering instructional materials, individual tutoring, and small group instruction. Student teaching candidates should present at least one lesson.	<b>Week 7</b> *Weekly Report Recommended duties include taking roll, distributing and collecting papers, grading and posting grades, assisting in the planning of lessons, copying and gathering instructional materials, individual tutoring, and small group instruction. Student teaching candidates should present at least one lesson.
<b>Week 2</b> *Weekly Report *Assume 1-2 classes	<b>Week 8</b> *Weekly Report *Assume 1-2 classes
<b>Week 3</b> *Weekly Report *Assume 3-4 classes	<b>Week 9</b> *Weekly Report *Assume 3-4 classes
<b>Week 4</b> *Weekly Report *Teach all classes /all day (100%) *Formal Lesson Plan / Evaluation / Reflection	<b>Week 10</b> *Weekly Report *Teach all classes / all day (100%) *Formal Lesson Plan / Evaluation / Reflection
<b>Week 5</b> *Weekly Report *Gradually return subjects to cooperating teacher *Benchmark I administration due by end of week 6	<b>Week 11</b> *Weekly Report *Program / Professional Portfolio *Gradually return class to cooperating teacher *Benchmarks II administration due by end of week 12
<b>Weeks 6 - 9</b> *Weekly Report *Return all subjects to cooperating teacher / team-teach /assist / tutor *Work on Program Portfolio	<b>Weeks 12 – End of ISD Semester</b> *Weekly Report *Return all subjects to cooperating teacher / team-teach /assist / tutor *Recommended / Required Activities Checklists Due

**NOTE:** All lesson plans are to be reviewed by the cooperating teacher in a timely manner (48 hours prior to delivery of lesson). Weekly Reports must be completed collaboratively each week and to ensure communication and progress. All Weekly Reports must include written input from the cooperating teacher. Also, student teaching candidates must assist cooperating teachers in preparing students for final examinations at the end of semesters. Student teaching candidates should prepare exam questions and assist in helping students review in preparation for these exams.

University of Texas at Arlington  
College of Education & Health Professions  
**RECOMMENDED Activities**

UTA Candidate \_\_\_\_\_ UTA Field Supervisor \_\_\_\_\_

Cooperating Teacher and School \_\_\_\_\_

Try to complete as many of the following additional activities as possible to enhance your field experience. Fill in the dates of the optional activities as you complete them.

**DATE COMPLETED    ACTIVITY**

	Attend the following:
	a. school board meeting
	b. professional teacher association meeting
	c. PTA meeting
	d. faculty meeting
	e. departmental meeting
	f. in-service / staff development
	g. parent conference
	Meet with the following staff members:
	a. school nurse
	b. counselor
	c. cafeteria worker
	d. custodial worker
	e. At-Risk coordinator / social worker
	f. school secretary
	g. DARE officer and/or security
	3. Examine a sample of student's permanent record (CONFIDENTIAL)
	4. Participate in a field trip
	5. Observe your cooperating teacher during an extracurricular activity / event
	6. Observe you cooperating teacher being evaluated by an administrator
	7. Planning / conference time observations
	8. Lunch period
	9. Before and after school programs / tutorials
	10. UIL event
	11. Athletic event
	12. Club meeting or assembly

**COMMENTS:**

UTA Candidate Signature \_\_\_\_\_ Date \_\_\_\_\_

Cooperating Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_

The University of Texas at Arlington  
 College of Education & Health Professions  
**UTA Candidate Schedule**

UTA Candidate \_\_\_\_\_ Date completed \_\_\_\_\_

School \_\_\_\_\_ Grade / Subject \_\_\_\_\_

Cooperating Teacher \_\_\_\_\_

I am currently enrolled in \_\_\_\_\_ hours at the University of Texas at Arlington.

Please list the courses in progress:

Course	Time	Day(s)	Building	Room #
_____	_____	M T W Th F S	_____	_____
_____	_____	M T W Th F S	_____	_____
_____	_____	M T W Th F S	_____	_____
_____	_____	M T W Th F S	_____	_____

In addition, I am working the following hours at: \_\_\_\_\_  
 \_\_\_\_\_

Home phone: (    ) \_\_\_\_\_ - \_\_\_\_\_ Work phone: (    ) \_\_\_\_\_ - \_\_\_\_\_

E-mail \_\_\_\_\_

The University of Texas at Arlington  
 College of Education & Health Professions  
**UTA Candidate Schedule – cont'd**

UTA Candidate \_\_\_\_\_ School \_\_\_\_\_  
 Cooperating Teacher \_\_\_\_\_ Grade / Subject \_\_\_\_\_  
 Room number \_\_\_\_\_ School hours \_\_\_\_\_ - \_\_\_\_\_  
 School number \_\_\_\_\_ School fax number \_\_\_\_\_  
 Principal \_\_\_\_\_ Phone number \_\_\_\_\_

\*Please attach a school district calendar to this form with holidays and no school days identified.

**I will be completing my field experience on the following day(s):**

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Period / Time Subject					
Period / Time Subject					
Period / Time Subject					
Period / Time Subject					
Period / Time Subject					
Period / Time Subject					
Period / Time Subject					
Period / Time Subject					
Period / Time Subject					

\*Make note of conference time.

## Weekly Report Format

The University of Texas at Arlington  
College of Education & Health Professions  
**Weekly Report**

UTA Candidate \_\_\_\_\_

Cooperating Teacher & School \_\_\_\_\_

Summary of Week \_\_\_\_\_ Completed Date: \_\_\_\_\_

Please reflect on the week, which just ended and assess your learning experience. Indicate what happened this week and how you felt about it.

1. Teaching responsibilities:
2. Non-teaching responsibilities:
3. Subject(s) of conference with your cooperating teacher

**Instructional Log:** Keep a log of the different instructional techniques you are using and reflect on their success and adaptations. (see form)

**Assessment Log:** Keep a log of the different assessments you are giving and report and analyze student data and provide specific reflections on student performance. (see form)

### UTA CANDIDATE COMMENTS:

Strengths:

Goal(s) for growth:

General reflections of practices and strategies that I learned at UTA...

As part of your Weekly Report, you must complete an Instructional Log & an Assessment Log. Submit these with your Weekly Report. See format below

**Instructional Log:** Keep a log of the different instructional techniques you (and your cooperating teacher) are using and reflect on their success and adaptations. (see form)

<b>Week</b>	<b>Instructional Activities</b>  (List the activities, techniques, etc. you used this week and explain why you used this activity/technique. If you are not teaching, comment on your cooperating teacher's activities.)	<b>Reflections on Student Performance/Success</b>  (For each activity, reflect on your own or your cooperating teacher's level of success and the specific comments on students' performance.)

**Assessment Log:** Keep a log of the different assessments you (and your cooperating teacher) are giving and then, report and analyze student data and your reflections on student performance. (see form)

<p><b>Week</b></p>	<p><b>Assessments</b></p> <p>(List the assessments you have administered. Include both informal (class discussion, group activity) and formal assessments (tests, projects). If you have given a formal assessment such as a test, attach a copy of it with your Weekly Report &amp; Log.)</p>	<p><b>Reflections on Student Performance/Success</b></p> <p>(For each assessment, reflect on the students' performance—pre and post instruction. For instance, record the number of students, pre-instruction abilities, post-instruction grade range, and average grade. Add your reflections about what you learned from this assessment that will influence your instructional decisions. In the case of an informal assessment, you must still include your reflections in terms of the number of students who could participate, etc.)</p>



<b>University of Texas at Arlington - College of Education &amp; Health Professions - Lesson Plan Form</b>
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UTA Candidate:
Cooperating Teacher/School:
Grade/Subject:
Date of Lesson:
Approximate Length of Lesson:

**During FIELD EXPERIENCE / STUDENT TEACHING, as a SET of paperwork, submit the following items for formal lesson plan taught.**

1. Formal Lesson Plan
2. A content outline citing the major concepts you will cover with your lesson.
3. Any handouts or activities and assessments that you will be using and that reflect the content you are teaching.
4. Cooperating Teacher Evaluation Form.
5. Your self assessment of the lesson according to the format that follows.

### **Lesson Plan Format**

**I. Goal:** This goal is a global objective stating how this lesson will contribute to the total student. Example: *Students should understand that all matter is made of atoms.*

**II. Objectives:** (Specific. State what you want students to know and be able to do. *Include two objectives for a block lesson.* Begin the objective, Students will be able to (SWBAT)... Make sure that you cite both the **TEKS** and the **TAKS** linked to the lesson. The TEKS can be found at <http://www.tea.state.tx.us/teks/>. The TAKS can be found at <http://www.tea.state.tx.us/student.assessment/taks/booklets/index.html>.)

**III. Instructional Materials and Resources:** (what do you need to give instruction to students)

**IV. Content:** Include specific pages, notes, and any research you have done on the topic that is being presented.

**V. Accommodations and Modifications:**

This area needs to be filled in whether you have special needs students or not.

**VI. Instructional Procedures:** (assign time limits to each)

- **Sponge Activity Suggested time: 5 minutes**
- **Pre-assessment of student understanding of the lesson concept/process/skill:**
- **Set induction Suggested time: 3 minutes**
- **Large group instruction Suggested time: 10 minutes maximum**
- **Intervention aimed at results of pre-assessment**
- **Independent work or group work Suggested time: 15 minutes maximum**
- **Feedback Suggested time: 2 minutes**

**VII. Evaluation Suggested time: 10 minutes**

- **Post assessment of concept/process/skill**

**VIII. Closure Suggested time: 2 minutes**

*\*Note about Time - Time limits are based on a 50 minute period. Keep in mind that you need to be changing activities with regularity to keep students on task. The attention span for most adults is no longer than 10-15 minutes at best so you can imagine what it is with adolescents.*

## Instructions for Lesson Plan Format

**I. Goal:** The goal statement is where you share the Big Idea, if you will. This is the major concept that helps connect discrete concepts and skills. This statement explains what students must understand overall, in a general sense. Examples:

- *The Declaration of Independence and Constitution establish the ideal for why we need government and principles that should guide the governments' decision-making.*
- *Many pioneers had naïve ideas about the opportunities and difficulties of moving west.*
- *Holden Caulfield reflects common adolescent experiences but masks deep-seated personal problems about growing up and relating to others.*
- *Wetlands must be protected to maintain clean water.*
- *Probability and expectation can be used to make (not always obvious) predictions.*

**II. Instructional Objective:** (Includes content, level of thinking [Bloom's], and student output.) Examples:

- *Students will be able to explain cooperative learning by application of the process in a classroom situation with 100% accuracy.*
- *Students will be able to evaluate algebraic expressions using substitution.*
- *Students will be able to analyze how presentation of voice affects content.*
- *Students will be able to understand how inventions connect the past to the future.*

Use the revised levels of Bloom's as a guide and be sure to reference the TEKS after each stated objective.

**Remembering:** recognizing and recalling information  
(recognizing, listing, describing, retrieving, naming, finding)

- TEKS:

**Understanding:** explaining ideas or concepts  
(interpreting, summarizing, paraphrasing, classifying, explaining)

- TEKS:

**Applying:** using the information in another familiar situation  
(implementing, carrying out, executing)

- TEKS:

**Analyzing:** breaking information into parts to explore understandings and relationships  
(comparing, organizing, deconstructing, interrogating, finding)

- TEKS:

**Evaluating:** justify a decision or course of action  
(checking, hypothesizing, critiquing, experimenting, judging, arguing, discriminating, validating)

- TEKS:

**Creating:** Generating new ideas, products, or ways of thinking  
(designing, constructing, planning, producing, inventing)

- TEKS:

**III. Instructional Materials and Resources:** (what do you need to give instruction to students) - Textbook(s) , Handouts, Overhead transparencies, Technology, etc.

**IV. Content:** Include specific pages, notes, and any research you have done on the topic that is being presented. Examples:

- Intro. To Business – pages 5-18, Handout on Vocabulary, Additional Handouts and Teacher Notes
- Seventh Grade Math – Content Outline – Lesson 36
  - Prerequisite Skills=define/understand fractions; add, subtract, multiply

- Content/Skills=identify possible outcomes and simple experiments; predict probability
- Math 87 in text: Prior Knowledge Practice Problems (sponge); Practice Set (teacher notes); Homework (handout)

#### V. Accommodations and Modifications:

This area needs to be filled in whether you have special needs students or not.

#### VI. Instructional Procedures: (assign time limits to each)

The instructional activities for a scheduled period of time. Objectives may be displayed in the form of a goal or, preferably, an essential question (i.e., *What are the essential components of an atom? How can we predict the outcome of events? What is the relationship between fiction and truth? What causes weather and wind patterns?*) When completing the following components, be sure to include questions, lecture notes, steps to a strategy, materials needed and what they will do with the materials, as well as time these activities are expected to take.

- **Sponge Activity:** A "sponge" (also called bell work/bell ringers or vocabulary builders) is an activity designed to produce learning during the times taken up by "administrivia." When you go over these activities, do it orally so that you can determine the type of error and why students are making mistakes; also discussing aloud why certain answers are correct allows students to understand your thinking process. Suggested time: 5 minutes
- 
- **Set induction:** this should be an experiment, read aloud, or hands on demonstration that gets the students interested in what is being presented that day. Suggested time: 3 minutes
- **Pre-assessment of student understanding of the lesson concept/process/skill:** Conduct a quick assessment of student understanding of what you are about to present. This information could be gathered from homework results, questioning during the sponge activity, a pretest, etc. Make note of exactly how many students have no understanding of the concept/process/skill to be taught and how many may have some idea, etc.
- **Large group instruction:** have your notes ready to give the overview of the lesson for the students. (This part should not last more than 15 minutes without some kind of interaction from the students--- they cannot keep their focus any longer than that.) Suggested time: 10 minutes maximum

As you begin to have students try what you have taught, then check for understanding which can be done in a number of ways: responses to questions, board work, monitoring of independent work.

In your instruction description, note how your instruction provides specific intervention focused on the pre-assessment that you conducted before the lesson.

- **Independent work or group work could include:** activities at their desks, board work, experiments, projects they are working on, or research in class sets of books. You don't have to do group work, but if you do, keep the following items in mind.

Grouping of students

- assign roles
- discuss time limits
- discuss signals-what does the teacher do to get students' attention (make sure the students know this from the very beginning of the year)

Work with assigned groups using outline or with individual students depending on the assignment. (Be sure to move around from student to student to check for understanding.) Suggested time: 15 minutes maximum

**Give feedback at end of time limit:** Feedback means that you sum up the most important things that you wanted them to gather from what they were doing whether it was an experiment, worksheet, project, or research. Suggested time: 2 minutes

**VII. Evaluation: (Can include any or all of the following areas):**

**Post assessment of concept/process/skill:** use any of the following means of evaluation or others to specifically assess how many students have now mastered what was taught. Be specific citing the exact number of students who have mastered the concept/process/skills, how many have not, and if possible, what areas students are still having problems with.

- Oral presentation by each person-use only if you did group work
- Evaluation of contribution by each group member-use only if you did group work
- Quick, informal assessments such as the minute paper, 3-2-1 summary, or ticket-out of class (e.g., *Explain the three principles of...Give two examples of this principle...Write one question you still have about this concept*)
- Any future tests will include concepts and processes studied (you may want to have a quick 5 question test to see if the students understood what you presented.)

**Suggested time: 10 minutes**

**VIII. Closure:** Summarize major concept(s) that were introduced in your large group instruction. Have students use these same concepts to apply to the lesson they just finished. (For example: *Today, students we covered the concepts of free enterprise. How do the following two terms relate back to what you did in class today?*) You as the teacher be sure that you summarize the concepts at the very end before they leave the class. **Suggested time: 2 minutes**



**The University of Texas at Arlington, College of Education & Health Professions**  
Formal Observation

Name of Candidate: \_\_\_\_\_

Field experience Candidate/Student Teacher (Circle one)

Observer (Cooperating Teacher/UTA Field Supervisor): \_\_\_\_\_

Cooperating Teacher Name, School and Grade Level(s): \_\_\_\_\_

Date/Time of Observation: \_\_\_\_\_ Subject Taught: \_\_\_\_\_

Rating system is as follows:

**1=Approaches Standard, 2=Meets Standard, and 3=Far Exceeds Standard**

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

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

**COMMENTS:**

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

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

**COMMENTS:**

**CLUSTER 3: INSTRUCTION AND COMMUNICATION**

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

**COMMENTS:**

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

\_\_\_\_\_  
Cooperating Teacher/UTA Field Supervisor

\_\_\_\_\_  
UTA Candidate

\_\_\_\_\_  
Date

**SENATE BILL No. 1, 74<sup>th</sup> Texas Legislature, 1994.**

**SUBCHAPTER B. CIVIL IMMUNITY**

**SECTION 22.051 Immunity from Liability for Professional Employees**

- (a) A professional employee of a school district is not personally liable for any act that is incident to or within the scope of the duties of the employee's position of employment and that involves the exercise of judgment or discretion on the part of the employee, except in circumstances in which a professional employee uses excessive force in the discipline of students or negligence resulting in bodily injury to students.
  
- (b) This section does not apply to the operation, use or maintenance of any motor vehicle.
  
- (c) In this section, "professional employee" includes:
  - 1. a superintendent, principal, teacher, supervisor, social worker, counselor, nurse, and teacher's aide;
  - 2. a student in an education preparation program participating in a field experience or student teaching;
  - 3. a school bus driver certified in accordance with standards and qualifications adopted by the Department of Public Safety; and
  - 4. any other person whose employment requires certification and the exercise of discretion.

University of Texas at Arlington  
College of Education & Health Professions  
**Code of Ethics and Standard Practices for Texas Educators**

*The Texas educator should strive to create an atmosphere that will nurture to fulfillment the potential of each student. The educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community. In conscientiously conducting his or her affairs, the educator shall exemplify the highest standards of professional commitment.*

**PRINCIPLE I Professional Ethical Conduct**

*The Texas educator shall maintain the dignity of the profession by respecting and obeying the law, demonstrating personal integrity, and exemplifying honesty.*

- Standard 1 The educator shall not intentionally misrepresent official policies of the school district or educational institution and shall clearly distinguish those views from personal attitudes and opinions.
- Standard 2 The educator shall honestly account for all funds committed to his or her charge and shall conduct financial business with integrity.
- Standard 3 The educator shall not use institutional or professional privileges for personal or partisan advantage.
- Standard 4 The educator shall accept no gratuities, gifts, or favors that impair professional judgment.
- Standard 5 The educator shall not offer any favor, service, or thing of value to obtain special advantage.
- Standard 6 The educator shall not falsify records, or direct or coerce others to do so.

**PRINCIPLE II Professional Practices and Performance**

*The Texas educator, after qualifying in a manner established by law or regulation, shall assume responsibilities for professional administrative or teaching practices and professional performance and shall demonstrate competence.*

- Standard 1 The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications and shall adhere to the terms of a contract or appointment.
- Standard 2 The educator shall not deliberately or recklessly impair his or her mental or physical health or ignore social prudence, thereby affecting his or her ability to perform the duties of his or her professional assignment.
- Standard 3 The educator shall organize instruction that seeks to accomplish objectives related to learning.
- Standard 4 The educator shall continue professional growth.
- Standard 5 The educator shall comply with written local school board policies, state regulations, and other applicable state and federal laws.

**PRINCIPLE III Ethical Conduct Toward Professional Colleagues**

*The Texas educator, in exemplifying ethical relations with colleagues, shall accord just and equitable treatment to all members of the profession.*

- Standard 1 The educator shall not reveal confidential information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.
- Standard 2 The educator shall not willfully make false statements about a colleague or the school system.
- Standard 3 The educator shall adhere to written local school board policies and state and federal laws regarding dismissal, evaluation, and employment processes.
- Standard 4 The educator shall not interfere with a colleague's exercise of political and citizenship rights and responsibilities.
- Standard 5 The educator shall not discriminate against, coerce, or harass a colleague on the basis of race, color, religion, national origin, age, sex, disability, or family status.
- Standard 6 The educator shall not intentionally deny or impede a colleague in the exercise or enjoyment of any professional right or privilege.
- Standard 7 The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.
- Standard 8 The educator shall have the academic freedom to teach as a professional privilege, and no educator shall interfere with such privilege except as required by state and/or federal laws.



**PRINCIPLE IV Ethical Conduct Toward Students**

*The Texas educator, in accepting a position of public trust, should measure success by progress of each student toward realization of his or her potential as an effective citizen.*

- Standard 1 The educator shall deal considerately and justly with each student and shall seek to resolve problems including discipline according to law and school board policy.
- Standard 2 The educator shall not intentionally expose the student to disparagement.
- Standard 3 The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.
- Standard 4 The educator shall make reasonable effort to protect the student from conditions detrimental to learning, physical health, mental health, or safety.
- Standard 5 The educator shall not deliberately distort facts.
- Standard 6 The educator shall not unfairly exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, sex, disability, national origin, religion, or family status.
- Standard 7 The educator shall not unreasonably restrain the student from independent action in the pursuit of learning or deny the student access to varying points of view.

**PRINCIPLE V Ethical Conduct Toward Parents and Community**

*The Texas educator, in fulfilling citizenship responsibilities in the community, should cooperate with parents and others to improve the public schools of the community.*

- Standard 1 The educator shall make reasonable effort to communicate to parents information that lawfully should be revealed in the interest of the student.
- Standard 2 The educator shall endeavor to understand community cultures and relate the home environment of students to the school.
- Standard 3 The educator shall manifest a positive role in school-public relations.

**The University of Texas at Arlington**  
College of Education & Health Professions  
**Responsibilities of the Cooperating Teacher**

- To prepare the classroom students to receive a UTA candidate
- To orient the UTA candidate to campus, curriculum and classroom procedures
- To conduct weekly conferences with UTA candidate and document feedback in a written weekly report on an approved form.
- To conduct a minimum of 2 formal observations/evaluations and provide written feedback on the approved form.
- To document concerns about the candidate's performance in the school setting through a request for a conference which results in a written action plan collaboratively developed with cooperating teacher input and UTA.
- To complete a UTA candidate evaluation, providing written feedback on the approved form and a determination of whether the candidate should be recommended to proceed to student teaching.
- To complete a Speech Competency Evaluation form and provide written feedback on the approved form.
- To communicate with UTA Field Supervisor on a consistent basis.
- To review the Cooperating Teacher and Student Teacher Handbook with the field experience candidate.
- To help the UTA candidate implement recommendations received during daily evaluation sessions.
- To arrange time for the UTA candidate to confer with the UTA Field Supervisor following a visit.

#### Preparation before UTA Candidate arrival

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

#### Information for the UTA candidate

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

The University of Texas at Arlington  
 College of Education & Health Professions  
**Recommended Activities for Cooperating Teacher**

Date	Activity
_____	Conduct a tour of the building and introduce the student teacher to school personnel.
_____	Give the UTA candidate a class list and daily schedule.
_____	Show the UTA candidate where personal items may be kept.
_____	Inform the UTA candidate of the housekeeping procedures, such as opening blinds seeing that cabinets, counters, and floors are neat.
_____	Explain school and classroom discipline policies and procedures.
_____	Provide opportunities for the UTA candidate to assist with some clerical duties.
_____	Arrange opportunities for the UTA candidate with some clerical duties.
_____	Acquaint the UTA candidate with the grading system.
_____	Explain the quality of work expected of students in class work and homework.
_____	Allow the candidate to assist in checking student work and recording grades.
_____	Have available copies of textbooks, lesson plan book, curriculum guides, and grade book for the UTA candidate to review and use.
_____	Acquaint the UTA candidate with school and classroom policies for early arrivals and late dismissals.
_____	Provide the UTA candidate with the names of pupils with special activities.
_____	Inform the UTA candidate of procedures for getting students to special classes.
_____	Acquaint the UTA candidate with fire drill and emergency procedures.
_____	Involve the UTA candidate in special duty responsibilities.
_____	Provide opportunities for the UTA candidate to assist with individual and small group work.
_____	Present carefully prepared demonstration lessons for the UTA candidate to observe and analyze them together.
_____	Share personal teaching materials with the field experience candidate.
_____	Share the Code of Conduct / Ethics (if available).
_____	Allow the UTA candidate to experience a parent conference.
_____	Discuss behavior management techniques (both in and outside of the classroom).
_____	Demonstrate and discuss the subtle classroom management techniques that work with your class. (Examples: eye contact, touch, careful planning, seating arrangement, etc.)
_____	Teach computer grade and attendance systems to the field experience candidate.

The University of Texas at Arlington  
College of Education & Health Professions  
**Speech Competency in Instructional Settings Form**  
**(To be completed by the Cooperating Teacher)**

UTA Candidate \_\_\_\_\_  
Cooperating Teacher and School \_\_\_\_\_  
UTA Field Supervisor \_\_\_\_\_

This form is to be completed by the cooperating teacher. Cooperating teachers should initial each item to verify response.

**REQUIRED COMPETENCIES:**

- \_\_\_\_\_ 1. The UTA candidate is able to use correct spoken grammar including verb tense, pronouns, etc.  
YES NO
- \_\_\_\_\_ 2. The UTA candidate is able to clearly enunciate sounds and words so that his/her students can clearly understand words and sentences.  
YES NO
- \_\_\_\_\_ 3. The UTA candidate is able to correctly pronounce words, especially technical terms or names in the content area.  
YES NO
- \_\_\_\_\_ 4. The UTA candidate is able to speak loudly enough so that his/her students can hear him/her, and at appropriate loudness for the size of the room.  
YES NO
- \_\_\_\_\_ 5. The UTA candidate is able to speak at an appropriate speed or rate so that students can clearly understand him/her.  
YES NO
- \_\_\_\_\_ 6. The UTA candidate is able to give clear verbal directions, descriptions, and explanations.  
YES NO
- \_\_\_\_\_ 7. The UTA candidate is free of speech defects that would impair his/her ability to communicate clearly (such as lisping, stuttering, etc.), or is able to appropriately compensate for the defect.  
YES NO

**CONTINUED ON NEXT PAGE**

**USEFUL COMPETENCIES:**

\_\_\_\_\_8. The UTA candidate is able to communicate with students using appropriate eye contact, gestures, and body movements.

YES NO

\_\_\_\_\_9. The UTA candidate is able to communicate with students with appropriate enthusiasm, variation of tone, and expression.

YES NO

\_\_\_\_\_10. The UTA candidate is able to communicate with his/her students with poise and self-confidence.

YES NO

\_\_\_\_\_11. The UTA candidate is free of inappropriate verbal and body mannerisms which are distracting for students.

YES NO

\_\_\_\_\_12. The UTA candidate makes consistent use of inclusive language (gender / culture).

YES NO

**OVERALL COMMENTS / SUGGESTIONS:**

\_\_\_\_\_  
Cooperating Teacher signature

\_\_\_\_\_  
Date

Campus: \_\_\_\_\_

University of Texas at Arlington  
College of Education & Health Professions  
**Benchmarks**

Benchmark I administration (at midterm or end of first placement for all level) and Benchmark II administration (at end of semester or second placement for all level) are conducted with the Benchmarks instrument that is found online. Please go to that URL (to be announced) and complete and submit the assessment online.

This is a four-part assessment tool to assist the cooperating teacher in evaluation of the Practicum Candidate. Each of the parts, called clusters, is composed of standards and elements that support the standard.

- Indicate the level of performance (1- Developing, 2 – Beginning Competent, 3 – Advanced Competent) for each standard by circling the appropriate number.
- Our expectation is that candidates will reach level 2 – Beginning Competent – for each standard by the end of the practicum experience.
- Please use the rating of 3 sparingly. A rating of 3 is **truly exceptional** performance and indicates that the candidate is performing at the level of a regular classroom teacher with a least one year of experience.
- If a component is rated as Developing, indicate the element(s) contributing to that rating. (The elements are listed below the description for Developing.)
- In the comment space, suggest ways that the practicum candidate can work on the elements. Should a standard or element not be observed at the point when the benchmarks are being completed, please check “Not Yet Observed”.



# Action Plan

Date \_\_\_\_\_

Candidate	Last Name	First Name	UTA ID
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UTA Field Supervisor \_\_\_\_\_

*Please include the following information if this issue is field-related:*

Cooperating Teacher Last Name	First Name
School _____	District _____

**PROGRAM:** (Please indicate program and area if applicable)

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

A conference has been called because of a demonstrated deficiency in one or more of the Core Values:

**Demonstrates excellence**

- |  |   |
|--|---|
| <input type="checkbox"/> Meets stated expectations                   | <input type="checkbox"/> Keeps timelines                    |
| <input type="checkbox"/> Attendance; punctuality                     | <input type="checkbox"/> Sets goals                         |
| <input type="checkbox"/> Produces artifacts of practitioner evidence | <input type="checkbox"/> Has appropriate hygiene/appearance |

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

- |   |  |
|---|--|
| <input type="checkbox"/> Uses appropriate and professional language | <input type="checkbox"/> Supports learning environment |
| <input type="checkbox"/> Shows respect and consideration of others  | <input type="checkbox"/>                               |

**Uses research-based concepts**

- |  |  |
|--|--|
| <input type="checkbox"/> Has an awareness and accepts concepts | <input type="checkbox"/> Identifies important trends in education    |
| <input type="checkbox"/> Demonstrated interests in learning    | <input type="checkbox"/> Relates class discussions to current events |

**Participates in on-going collaboration with peer and professionals**

- |   |   |
|---|---|
| <input type="checkbox"/> Demonstrates kindness, fairness, patience, dignity and respect |   |
| <input type="checkbox"/> Works effectively with others                                  | <input type="checkbox"/> Assists others                         |
| <input type="checkbox"/> Accepts assistance from others                                 | <input type="checkbox"/> Receives feedback and makes adjustment |

**Exhibits stewardship of diversity**

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

**Advocates use of technology**

- |   |  |
|---|--|
| <input type="checkbox"/> Uses existing technologies in work | <input type="checkbox"/> Tries emerging technologies |
|---|--|

**Field experience**

**Life-long learning**

- |  |   |
|--|---|
| <input type="checkbox"/> Demonstrates learning improvement | <input type="checkbox"/> Shows interest in the learning process |
|--|---|



DOCUMENTATION :

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

DISCUSSION:

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

PLAN OF ACTION

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

Next conference: \_\_\_\_\_

\_\_\_\_\_  
*Faculty Signature* *Date*

\_\_\_\_\_  
UTA Field Supervisor Signature Date

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

\_\_\_\_\_  
UTA Candidate's signature Date

College of Education & Health Professions  
**Cooperating Teacher Evaluation**

Please return to the Director of Field Experience at UTA, College of Education & Health Professions,  
P.O. Box 19227, Arlington, Texas 76019. Thank you in advance for your time and feedback.

The cooperating teacher...

	Poor		Average		Excellent
	1	2	3	4	5
<p>◆ acted in a professional manner with me and other school personnel.  Comments:</p> <hr/>					

<p>◆ was accessible when situations or questions arose.  Comments:</p> <hr/>	1	2	3	4	5
--	---	---	---	---	---

<p>◆ prepared the students for my role.  Comments:</p> <hr/>	1	2	3	4	5
--	---	---	---	---	---

<p>◆ provided constructive feedback on a regular basis.  Comments:</p> <hr/>	1	2	3	4	5
--	---	---	---	---	---

<p>◆ supported my efforts.  Comments:</p> <hr/>	1	2	3	4	5
---	---	---	---	---	---

<p>◆ Would you recommend this cooperating teacher for another UTA student?</p>	YES	NO
--	-----	----

Comments:

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Cooperating Teacher's Name \_\_\_\_\_ School \_\_\_\_\_  
UTA Field Supervisor \_\_\_\_\_ Date \_\_\_\_\_

**The University of Texas at Arlington**  
 College of Education & Health Professions  
**UTA Field Supervisor Evaluation**

Please return to the Director of Field Experience at UTA, College of Education & Health Professions, P.O. Box 19227, Arlington, Texas 76019. Thank you in advance for your time and feedback.

UTA Field Supervisor \_\_\_\_\_ Date \_\_\_\_\_

The UTA Field Supervisor...

	Poor 1	2	Average 3	4	Excellent 5
◆ acted in a professional manner with me and other school personnel. Comments: _____ _____					
◆ was accessible when situations or questions arose. Comments: _____ _____					
◆ observed and evaluated the UTA candidate an adequate number of times throughout the semester. Comments: _____ _____					
◆ provided 3-way discussion meetings that were helpful to me and the UTA candidate. Comments: _____ _____	1	2	3	4	5
◆ solicited my comments in evaluating the UTA candidate's performance. Comments: _____ _____	1	2	3	4	5