Student Teacher Handbook

Spring 2020

KINE 5647

CLINICAL TEACHING
PHYSICAL EDUCATION EC-12
INSTRUCTOR INFORMATION

Program Director: Dr. Alison N. White
Office: PEB 310
Office Phone: (817) 272-6849
E-mail: alison.white@uta.edu
Office Hours: By appointment

COURSE INFORMATION

COURSE DESCRIPTION/RATIONALE

The conceptual framework for all teacher education programs within the UTA College of Education outlines professional understandings, practices, and identities as the underlying principles of all we do. Student teaching is the culminating field experience in your pre-service professional preparation and is designed to give you an opportunity to practically apply theoretical and craft knowledge in real school settings with children. Of all the courses you have taken, student teaching will ultimately prove to be the most memorable and valuable as it represents the threshold between college student and professional teacher; in other words, this is your last chance to fine tune your teaching philosophy and display and add to your “bag of tricks”.

Physical Education candidates are required to have a split assignment during student teaching. This means they will teach at both elementary AND secondary settings. Elementary and secondary settings are all day assignments. At both environments, you are expected to plan developmentally appropriate units of physical education activity including writing objectives, designing appropriate learning activities, and assessing and (or) evaluating student-learning outcomes. 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). These instructional activities must be translated into daily lesson plans and executed in a manner, which results in timely and proper student responses. A licensed cooperating teacher and your field supervisor will closely monitor your experience. All student teachers are requested to follow their cooperating teachers’ daily schedule (e.g. bus duty) as well as follow the academic calendar of the school district they are doing their student teaching.

Before you are allowed to enter clinical teaching, all student teachers must complete a criminal background check for the assigned school system if that is a requirement. Check with the principal of your assigned school(s) to find out that requirement. Arlington schools require such a background check and it can be found on the website for the College of Education under the Field Experience link. It can also be found on the Department of Kinesiology website on the All-Level Certification page.

COOPERATING TEACHER RESPONSIBILITIES

The cooperating teachers are asked to schedule regular conference times each week with the student teacher to provide feedback and discuss how the student teacher can improve teaching and other related performance in the placement (evaluation on page 8). Of course, daily feedback is expected but the formal conference time is only expected to be weekly.

It is expected that the cooperating teacher will allow the student teacher to observe and assist with class duties during the first week of the placement. During this time the cooperating teacher will also sit down and discuss what they plan to have the student teacher teach so that the student teacher can begin the appropriate planning. Please see the suggested responsibilities progression provided with this handbook.

Cooperating teachers are encouraged to occasionally leave the classroom (if they wish) while student teachers are teaching, although they should not leave campus or leave the student teacher unsupervised. A substitute teacher is required to be in attendance if the cooperating teacher is absent for that day.
Substituting: If the cooperating teacher will be out, some arrangement by the district (we prefer a substitute teacher) must be made so that the UTA student teacher will not be left with the legal responsibility of the class. There must be at least one designated teacher ultimately responsible for the class. It can be the teacher next door, but there must be an identified teacher. If there were a student catastrophe, the UTA student teacher cannot be in a position of being considered the teacher-of-record during that time.

Requirements Outline

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 with the partner school. Activities may include: PTA meetings, open house, UIL, in-services, faculty meetings, AND meetings, and parent conferences.

COURSE OBJECTIVES

1. Demonstrate developmentally appropriate planning for secondary and elementary school students by writing block plans and daily lesson plans.
   - Assessment of Objective: lesson and block plans
   - NASPE Beginning Teaching Standards:1, 2, 5, 6, 9
   - Texas Competencies for Entry Level Physical Education Teachers: 1, 2, 3, 4, 5, 6

2. Demonstrate organizational skills for learning activities by executing a lesson with appropriate time on task and fluid transitions from one activity to another.
   - Assessment of Objective: teaching styles, video evaluation
   - NASPE Beginning Teaching Standards:2, 4, 6
   - Texas Competencies for Entry Level Physical Education Teachers: 3

3. Demonstrate class management skills by quickly gaining students’ attention on a signal and having them respond to directions and explanations in a timely manner.
   - Assessment of Objective: teaching styles, video evaluation
   - NASPE Beginning Teaching Standards:2, 4, 6
   - Texas Competencies for Entry Level Physical Education Teachers: 4, 5

4. Demonstrate the ability to analyze skill performance by planning developmentally appropriate instructional activities, giving appropriate amounts of specific and motivational feedback, and acting upon the movement responses of students with appropriate tasks or challenges.
   - Assessment of Objective: lesson and block plans, teaching styles, video evaluation
   - NASPE Beginning Teaching Standards:1, 2, 3, 4, 5, 6, 7, 9
   - Texas Competencies for Entry Level Physical Education Teachers: 1, 2, 3, 4, 5, 6

5. Demonstrate the ability to meet individual student needs by presenting lessons using a variety of methods and teaching styles.
   - Assessment of Objective: lesson and block plans, teaching styles, video evaluations
   - NASPE Beginning Teaching Standards:1, 2, 3, 4, 6
   - Texas Competencies for Entry Level Physical Education Teachers: 4, 5

6. Demonstrate the ability to assess and evaluate student learning by determining daily achievement of lesson objectives, unit/theme grades, or term grades as may be necessary in the school evaluation system.
   - Assessment of Objective: lesson and block plans, teaching styles, video evaluations
   - NASPE Beginning Teaching Standards:2, 3, 7
   - Texas Competencies for Entry Level Physical Education Teachers: 1, 3, 4, 5, 7

7. Demonstrate professionalism by working cooperatively with all school personnel, especially with the cooperating teacher and with parents or guardians of students.
   - Assessment of Objective: weekly CT evaluations
   - NASPE Beginning Teaching Standards:3, 10
   - Texas Competencies for Entry Level Physical Education Teachers: 9
8. Demonstrate the ability to plan and implement developmentally appropriate mini-units and to assess and analyze student learning during the mini-unit lessons.
   - Assessment of Objective: teacher work sample
   - NASPE Beginning Teaching Standards: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
   - Texas Competencies for Entry Level Physical Education Teachers: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

PROFESSIONAL ISSUES

Attendance:
Attendance at each seminar session is required of student teachers. In addition, student teachers are expected to be at school every day of the semester unless previously arranged with the cooperating teacher and the field supervisor. The student teacher is allowed 1 absence per placement, and 1 professional day across placements for a total of 3 max for the semester. Any additional absences will be made up. Student teachers are expected to arrive at school at least 30 minutes before the first bell, unless a specific time has been arranged with the cooperating teacher. If a student teacher has problems with arriving later than the specified time (30 minutes prior to the first bell), three tardy days will equal one absence and will be made up before student teaching can be completed. If the student teacher is not going to be at school on a certain day, the cooperating teacher and the field supervisor must be contacted before that school day starts, if not earlier. If a UTA field supervisor arrives to observe or contacts the student teacher at the school and finds the student teacher to be absent, that day will be made up no matter the reason for the absence and this will count as a failed (0%) observation for that day.

Dress Code:
Student teachers are expected to dress in a professional manner every day. Student teachers should be dressed in accordance to school policies. Note: Treat every day like you are on a job interview.

Required Textbooks and Other Course Materials:
   - No Textbook required.
   - Tk20- [https://www.uta.edu/coed/tk20/index.php](https://www.uta.edu/coed/tk20/index.php)

[Note: Please check with your instructor for specific information on when key assessments and associated assignments are due in Tk20 for this course.]

Specific Course Requirements:

Due Date: Friday, January 31, 2020 (1st placement school information [EMAIL to Dr. White and your FS])
   a. CT’s email, Principal’s email
      - Please put “1st placement school information” in the subject line

Due Date: Wednesday, February 5, 2020 (1st placement school information and expectations form [HARD COPIES])
   a. Detailed daily schedule of classes (i.e. bell schedule, subject, grade, etc.)
   b. Days that the class schedule might be disrupted because of early dismissal, assemblies, special events, holidays
   c. Your cell phone number, the school’s phone number and fax number, your cooperating teacher’s cell phone number
   d. Your work schedule, if you are working while student teaching
   e. Accident report procedures
   f. Nurses schedule, nearest first aid kit, how to contact the main office in the event of an emergency
   g. School wide discipline policy
   h. What activities you tentatively plan to teach

Due Date: Friday, March 27, 2020 (2nd placement school information [EMAIL to Dr. White and your FS])
   a. CT’s email, Principal’s email
      - Please put “2nd placement school information” in the subject line
Due Date:  Wednesday, April 1, 2020 (2nd placement school information and expectations form [HARD COPIES])

1. Detailed daily schedule of classes (i.e. bell schedule, subject, grade, etc.)
2. Days that the class schedule might be disrupted because of early dismissal, assemblies, special events, holidays
3. Your cell phone number, the school’s phone number and fax number, your cooperating teacher’s cell phone number
4. Your work schedule, if you are working while student teaching
5. Accident report procedures
6. Nurses schedule, nearest first aid kit, how to contact the main office in the event of an emergency
7. School-wide discipline policy
8. What activities you tentatively plan to teach

Student Teaching Assignments

a. Daily Lesson Planning: Your daily lesson plans should be submitted to your CT for review 2 days prior to the date they are to be taught (i.e. Friday’s lesson plan should be in your CT’s hands by Wednesday). **Lesson plans must be typed, printed out and in the correct format.** This practice allows your CT ample time to review them and make suggestions for their revision. Your FS will periodically check your lesson plans so have them readily available. **If you have no lesson plan for a given day, you are not allowed to teach. This will count as an absence and a failed observation.**

b. Unit/Block Planning: Unit/Block Plans should be submitted to your CT and FS one week prior to the start of a unit. Inquire early as to what units your CT wishes you to teach because unit planning is a sizeable task. The Block Plan should reflect activity appropriateness for the respective grade level(s), sequence of activities, alignment of activities with content standards, opportunities for students to achieve the skill/activity goal, and assessment of student learning.

c. Weekly Reports/Evaluations: Each week with the help of your CT, you will complete a Weekly Report. These are completed online and must be submitted at the end of each week. ([http://www.uta.edu/coed/academics/fieldexperience/weekly-report--reflection.php](http://www.uta.edu/coed/academics/fieldexperience/weekly-report--reflection.php)) If they are not received by 5:00 p.m. on the Sunday following the week in question, they will be considered late and will only receive 50% credit for the week. There is a scroll option for you to share it with Professors. All site supervisors are provided on the list. However, all PETE student teachers need to select Dr. White for this option.

d. Field Supervisor and Cooperating Teacher Assessments: Teacher candidates will be observed regularly a minimum of eight times during their field experience by content and pedagogy experts. The Field Supervisors will conduct a minimum of 4 assessments and the Cooperating Teacher(s) will conduct a minimum of 4 assessments.

e. Teacher Work Sample: Teacher candidates must develop a mini-unit plan of study that demonstrates ability to plan an instructional unit, to develop 3-5 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. Data will be analyzed to explain the impact on student learning. Data can be collected in either placement. 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.** This assignment is submitted via Tk20.
f. **Lesson Plan:** Teacher candidates must develop and implement a developmentally appropriate physical education lesson plan for each of the lesson they teach. Of these lessons, the Candidates will submit one lesson of their choosing to be evaluated. This assignment will be submitted via Tk20.

g. **Speech Competency:** During the Second Placement, the Cooperating Teacher will complete the Speech Competency form which can be found on pages 15 and 16 of this handbook. The Clinical Teacher is responsible for submitting this completed form to the KINE 4647 Seminar Instructor and uploading a copy into their Tk20 portfolio.

### Grading Information

<table>
<thead>
<tr>
<th>Evaluation Part A: (worth 20% of student teacher grade)</th>
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<tbody>
<tr>
<td>School Information</td>
<td>50 PTS (2 X 25 PTS)</td>
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<tr>
<td>Student Teacher Expectations Form</td>
<td>50 PTS (2 X 25 PTS)</td>
</tr>
<tr>
<td>Weekly CT Evaluations/Reports</td>
<td>100 PTS</td>
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<tr>
<td>Attendance at Seminar</td>
<td>100 PTS</td>
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<td></td>
<td>300 PTS</td>
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<table>
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<tr>
<th>Evaluation Part B: (worth 40% of student teacher grade)</th>
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<tbody>
<tr>
<td>Teacher Work Sample (via Tk20)</td>
<td>100 PTS</td>
</tr>
<tr>
<td>Formal Evaluation by CT (pg. 9)</td>
<td>400 PTS (4 X 100 possible PTS)</td>
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<tr>
<td></td>
<td>*Two per placement</td>
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<tr>
<td></td>
<td>500 PTS</td>
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<table>
<thead>
<tr>
<th>Evaluation Part C: (worth 40% of student teacher grade)</th>
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<tbody>
<tr>
<td>Lesson Plan (via Tk20)</td>
<td>25 PTS</td>
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<tr>
<td>Formal Evaluations by FS (3 site &amp; 1 video)</td>
<td>180 PTS (4 X 45 possible PTS)</td>
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<tr>
<td></td>
<td>205 PTS</td>
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**Grade Breakdown**

Letter grades will be calculated on the following scale:

- (A) 90 – 100%
- (B) 80 – 89 %
- (C) 70 – 79 %
- Below 70% is failing

### Course Seminar Dates:

<table>
<thead>
<tr>
<th>Date:</th>
<th>Time:</th>
<th>Assignments Due:</th>
<th>Seminar Topics: include, but are not limited to</th>
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<tbody>
<tr>
<td>Wednesday, January 22, 2020</td>
<td>10:00 – 12:00</td>
<td></td>
<td>• Dispositions</td>
</tr>
<tr>
<td>Wednesday, February 5, 2020</td>
<td>3:30 – 4:50 (Schedule Video Dates)</td>
<td>• 1st Placement Info and Expectations</td>
<td>• Classroom Management (such things as establish and reinforce classroom expectations, positive reinforcement, misbehavior, disruptive behavior, time management, manage materials and physical space, etc.)</td>
</tr>
<tr>
<td>Wednesday, February 19, 2020</td>
<td>3:30 – 4:50</td>
<td>• CT #1 Formal Evaluation #1</td>
<td>• Safety</td>
</tr>
<tr>
<td>Wednesday, March 4, 2020</td>
<td>3:30 – 4:50</td>
<td>• CT #1 Formal Evaluation #2</td>
<td>• Effective Instructional Strategies</td>
</tr>
</tbody>
</table>
Institutional Information

The Department of Kinesiology Grade Requirement:

As stated in the undergraduate catalog, you are required to earn a “C” or better in ALL Kinesiology and Health courses to maintain your status as a Kinesiology major. Therefore, in the future, you will be required to retake any Kinesiology course in which you earned a “D” or “F”. These classes must be taken at UTA. If a “D” or “F” grade is earned you will need to contact your academic advisor, you will need permission to continue to take Kinesiology and Health courses until the grade is replaced with a “C” or better grade. If you have any questions regarding this policy, please contact your academic advisor.

Professional Dispositions Statement: (Approved by Teacher Education Council, 2-7-2012)

The following statement on Professional Dispositions will appear in the Undergraduate and Graduate Catalogs and in all relevant documentation.

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.


Grade Grievance Deadline Policy:

The student has one calendar year from the date a grade is assigned to initiate a grievance. The normal channels are: Department Chair or Program Director; Academic Dean; and the Provost.

Title IX: The University of Texas at Arlington is committed to upholding U.S. Federal Law “Title IX” such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit www.uta.edu/titleIX.

Americans with Disabilities Act:

The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 - The Rehabilitation Act of 1973 as amended. With the passage of federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. Information regarding specific diagnostic criteria and policies for obtaining academic accommodations can be found at www.uta.edu/disability. Also, you may visit the Office for Students with Disabilities in room 102 of University Hall or call them at (817) 272-3364.

Academic Integrity:

It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University.

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Event/Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday, March 27, 2019</td>
<td>3:30 – 4:50</td>
<td>2nd Placement Info and Expectations</td>
<td>Dyslexia and Diverse Learners (e.g., 504, Dyslexia, socio-economic level, etc.)</td>
</tr>
<tr>
<td>Wednesday, April 1, 2020</td>
<td>3:30 – 4:50</td>
<td>CT #2 Formal Evaluation #1 Teacher Work Sample</td>
<td>Data Analysis to Improve Teaching and Learning (Summative &amp; Formative)</td>
</tr>
<tr>
<td>Wednesday, May 6, 2020</td>
<td>3:30 – 4:50</td>
<td>CT #2 Formal Evaluation #2</td>
<td>Professional Preparation</td>
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"Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, and the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." (Regents’ Rules and Regulations, Series 50101, Section 2.2.

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

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

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

**Final Review Week**: A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Additional Information**

*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.

Emergency Exit Procedures: Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which will be identified for each seminar location. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

Emergency Phone Numbers

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.
Student Teacher Formal Evaluation Form

To be completed by: Cooperating Teacher during a student teacher taught lesson

Student Teacher: ____________________________
School: ___________________________ Grade/Subject: ___________________________
Evaluator: ________________________ Date of Evaluation: _______________________

1. Strong aspects of this lesson:

2. General comments about this lesson:

3. Aspects of and recommendations for improving this lesson:

4. Assignment(s)- What I would like you to work on before the next observation:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>98-100</td>
</tr>
<tr>
<td>A</td>
<td>93-97</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>88-89</td>
</tr>
<tr>
<td>B</td>
<td>83-87</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>78-79</td>
</tr>
<tr>
<td>C</td>
<td>73-77</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>D/F</td>
<td>&lt; 69</td>
</tr>
</tbody>
</table>

Overall Evaluation of Lesson ________

________________________________________
Signature of Student Teacher

________________________________________
Signature of Cooperating Teacher

Date reviewed with student teacher

*Note: Signature of student teacher does not necessarily indicate agreement with evaluator
Dispositions and Action Planning

UTA Field Supervisors are required to record all disposition-related problems while supervising student teachers. Dispositions can be reported in the College data management system. Documentation for the data management system will be provided to you.

Action Plan

Student Teacher ____________________________________________
Cooperating Teacher & School ________________________________
UTA Field Supervisor ______________________________________

A conference regarding the following UTA student teacher, ____________________________, has been called for the following reason(s):

___ Absences
___ Appearance
___ Attendance
___ Interpersonal Communication
___ Other: ______________________________________

___ Professional / Commitment
___ Professional Demeanor
___ Punctuality
___ Responsibility

DOCUMENTATION

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

DISCUSSION

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

PLAN OF ACTION

________________________________________________________________________
________________________________________________________________________

Next conference _____________________________________________

Cooperating Teacher’s signature ________________________________ Date _________

UTA Field Supervisor signature _________________________________ Date _________

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

UTA Student Teacher’s signature: ________________________________ Date __________
Speech Competency in Instructional Settings Form

(To be completed by the Cooperating Teacher and submitted by the Student Teacher in Tk20 Portfolio and hard copy to KINE 4647 Seminar Instructor.)

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: _______________________________________________