

**TEACHER CANDIDATE
HANDBOOK**
University of Mary Hardin-Baylor
Educator Preparation Program



Updated Spring 2021

UMHB, Box 8017
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GENERAL INFORMATION

Welcome to Educator Preparation at UMHB. You are about to begin one of the most difficult but also rewarding experiences of your college career. We hope you will make use of this handbook as you navigate the various experiences and requirements associated with becoming a teacher through our program. At any time, if you have questions about how to proceed, you should contact the Certification Office in the College of Education. They will be happy to help you find the right person in the College of Education to address your needs.

This handbook is divided into several sections, each intended to provide prospective educators with the information needed to be successful in the program. These sections include General Information, Internships, Student Teaching, and Appendices. In the Appendices, you will find multiple resources and documents that may assist you in your journey.

The UMHB Educator Preparation Cooperative at UMHB

The University of Mary Hardin-Baylor (UMHB) and the public school districts of Academy, Bartlett, Belton, Cameron, Copperas Cove, Florence, Gatesville, Holland, Killeen, Lampasas, Moody, Rogers, Salado, Temple, and Troy form a teacher education advisory board known as the UMHB Educator Preparation Cooperative. Representatives of these schools meet regularly to consider ways to improve teacher education and strengthen the partnerships between the university and the community.

The Associate Dean for the College of Education serves as chair of the UMHB Educator Preparation Cooperative. Other members are representatives from the UMHB Education faculty, key administrative personnel from the participating school districts, and representatives from area colleges and education service centers. The cooperative is charged with the responsibility of advising the University of needed changes in our offerings, as well as being aware of program changes required by the State Board for Educator Certification under the Texas Education Agency.

Standards

All aspects of our Educator Preparation Program are aligned with State of Texas standards and requirements. Candidates for certification are required to pass a criminal history background check prior to certification, as well as passing similar background checks for field experiences, internships and student teaching. Each course or program requirement (such as student teaching) is designed to address educator standards in some way. A detailed list of the knowledge and skills embedded within each standard, as well as a list of the standards for each specific certification area, may be accessed at the following site:

http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/

Special Terms Used in the Educator Preparation Program

Intern	The term intern is used to describe the <u>undergraduate</u> or <u>MyWay</u> candidates completing observation or field hours associated with a course. It is used to describe <u>graduate</u> students serving as the teacher of record for a year.
Student Teacher	Pre-service teacher who is assigned to a practicing professional in a public school.
Student Teaching/ Clinical Internship	The capstone experience in a teacher certification program. In student teaching, the student teacher gradually assumes the teacher role for one term. Clinical interns serve for one year.
Mentor Teacher	The campus-based mentor teacher who provides a classroom setting and guidance to the student teacher or intern.
University Supervisor	A university representative who works with the student teacher, guiding the experience in a partnership role with the mentor teacher.
Code of Ethics	Standards of practice and ethical conduct toward students, colleagues, school officials, parents, and members of the community to which Texas educators adhere.

The Certification Process at UMHB

Certifying through the UMHB Educator Preparation Program occurs through a series of stages. Included in **Appendix A** is a description of the four stages.

Attention: Liability insurance is required for all field-based experiences including student teaching.

Standards of Behavior Student teachers and interns are professional in their relationships with students, administrators, supervisors, other teachers, and the support staff. As they assume their responsibilities, they exhibit the following behaviors:

- professional conduct that reflects maturity, good judgment, diplomacy, and high ethical standards;
- appropriate treatment of and relationships with students;
- a “disposition to teach”, meaning they are able to interact positively with other adults and with students and are able to communicate clearly in direct instruction, with small groups, and one-on-one;

- confidentiality regarding all information concerning individual students;
- adherence to all local school policies while they are assigned to the school district; and
- maintenance of appropriate, professional appearance. Professional dress is based on good grooming and appropriateness for the teaching assignment. All school districts have established expectations for teacher dress.

It is important to remember that you represent UMHB any time you are on a public school campus. In addition, faculty, public school administrators, supervisors and practicing teachers will evaluate your progress. Professional behavior is expected at all times. Students who fail to demonstrate professionalism in these areas may be issued a Notice of Concern (see Appendix B).

Code of Ethics

Texas teachers are subject to state guidelines about ethical behavior, and pre-service educators are expected to know and adhere to these same guidelines. The Texas Educators' Code of Ethics is accessible on the Texas Education Agency website and also at the following link from the Texas Administrative Code, Title 19, Part 7, Chapter 247.2:

<https://tea.texas.gov/texas-educators/investigations/educators-code-of-ethics>

FIELD EXPERIENCES

In several courses associated with certification, students are expected to acquire field experience hours. While the State of Texas requires a minimum of 30 hours in the field prior to student teaching, our program operates under the assumption that the more pre-service educators are exposed to the real world of the classroom, the better prepared they will be.

All placements for field experience are made through the College of Education. UMHB students are not to contact teachers, campuses or administrators at any time to arrange field experiences. All must be arranged in conjunction with the College of Education faculty and administration.

All students in field experiences are required to pass a criminal history background check. Information about the criminal history requirements prior to field experiences or employment may be found at the following link: <https://tea.texas.gov/texas-educators/investigations/national-criminal-history-checks-faqs>.

Mentor teachers (those hosting you in their classrooms) may ask interns to complete “general” tasks such as grading papers or duplicating materials. However, the mentor teacher may ask an intern to do a variety of specific instructional activities, including (but not limited to) the following:

- Listen to or prompt a struggling reader as he reads aloud to improve fluency
- Teach Dolch sight words to a struggling reader(s)
- Guide a student who is practicing a skill (recorder, math concept, writing, etc.)
- Teach vocabulary using semantic webs or concept maps
- Teach a “mini-lesson” on a specific skill or concept
- Prepare a game to enhance or reinforce a concept you are teaching (small group or whole group)
- Assist struggling students
- “Preview” or pre-teach a concept for a struggling learner so that he will be more prepared to participate in an upcoming activity
- Assist a small group with an activity
- Prepare flash cards and use them with a small group or individual student
- Assist a student who has been absent catch up on missed concepts
- Work with one group that needs special monitoring while the class is involved in cooperative learning
- Administer spelling or vocabulary tests
- Help students edit their writing
- Demonstrate a specific skill or model an activity
- Work with students at a center
- Create activities for centers
- Read a story aloud to the class
- Establish proximity to a student who is sometimes off-task

In other words, the intern’s role is not simply to observe. You are in the classroom to assist in instruction and management, as one means of enhancing your skills for the classroom.

In addition, the university professor may have you complete lesson plans, submit papers, complete reflective activities, or submit other activities designed to enhance your field experience.

All field experience interns are expected to submit a Field Observation Documentation Form. See Appendix C. Your professor for each course involved will explain deadlines and other aspects of the form.

STUDENT TEACHING/CLINICAL INTERNSHIP

Student teaching is a full-semester experience, typically during the pre-service educator’s last semester before graduation. (Some graduate students also have the option to complete a year-long internship as the “teacher of record” in a classroom.) During the semester prior to student teaching or internship, a meeting is held for those who have applied to move forward with this aspect of the program. At that meeting, an overview of the experience is provided, the placement process is covered, and options will be explained. All students in clinical teaching or a practicum are required to pass a criminal history background check. Information about the criminal history requirements prior to field experiences or employment may be found at the following link: <https://tea.texas.gov/texas-educators/investigations/national-criminal-history-checks-faqs>.

During the first few days of student teaching or internship, an orientation with supervisors is conducted, providing each student teacher or intern the “big picture” of what will be expected in terms of lesson

planning, attendance, demonstration lessons, professionalism, etc. A semester calendar is provided with specific dates and responsibilities. **Student teaching and internships follow the assigned public school calendar, not the calendar of the university.** Student teachers and interns are required to be present each day of the assignment. **Absences due to emergencies must be made up at the end of the student teaching schedule.** If a student teacher must be absent from his/her assignment, the mentor teacher, the supervisor, and the Dean or Associate Dean for the College of Education must be notified. Student teachers may miss two days of student teaching in order to take TExES tests. Students may request absence approval for exceptional circumstances by contacting the supervisor and the Associate Dean or Dean.

Student teachers and interns observe the local school's policy governing teachers' daily arrival and departure times. In some instances a student teacher may be expected to stay beyond normal departure times if the mentor teacher has a professional assignment that extends beyond the normal school day.

The university supervisor works with the mentor teacher to design student teaching and intern experiences and teaching responsibilities required to meet the needs of the public school students, keeping in mind that the UMHB model for student teaching is one of observation, practice and evaluation.

- Graduate students and TeachingMyWay candidates may choose student teaching or a year-long internship. If they choose student teaching, the number of weeks at each level matches those described below.
- For EC-6, student teaching may include seven/eight weeks in upper elementary and seven/eight weeks in the lower grades. However, in some instances, the student teacher stays with one mentor for the entire period.
- For 4-8, student teaching includes fifteen to sixteen weeks in one or more classes at the intermediate and/or middle level.
- For 7-12 or 8-12, student teaching includes fifteen/sixteen weeks in one teaching placement.
- For all level art, Spanish, or speech certificates, student teaching includes 15 weeks in a single placement. For P.E., students have two seven/eight week assignments at different levels. For all-level music, students typically have an assignment in elementary and another in middle school or high school.

A successful student teaching or clinical intern experience is measured by receipt of a minimum grade of C and an affirmative vote for certification from the mentor teacher and from the university supervisor. (Students who earn a D or F in student teaching or the internship are not recommended to the state for certification.)

Prior to student teaching, undergraduate candidates are expected to attempt the TExES in their content areas at least once. (Graduate students should have already passed the PACT at that point.) During student teaching or internship, all candidates are expected to attempt the Pedagogy and Professional Responsibilities test (PPR) at least once. After successfully completing student teaching, the candidate must make a satisfactory score on the Texas Examination of Educator Standards (TExES) in the endorsement area(s) and on the Pedagogy and Professional Responsibilities TExES (PPR) before being recommended for certification. Certification is not automatic. Working with the Certification Officer, students must make application for teacher certification and pay the necessary fees. The student teaching experience in each assignment is divided into four stages.

Stage One is a period of observation and orientation. The intent of this stage is to help student teachers “learn the ropes” for the campus, establish clear lines of communication with the mentor teacher, get to know the students, internalize the classroom management system, acquire an overview of the scope and sequence, follow along with the teacher’s planning strategies and materials, etc. During this time, the student teacher should follow the lead of the mentor in terms of the level of participation.

Stage Two is when the student teacher begins to assume some responsibilities for planning and teaching. The intent is for students to gradually share planning and instruction responsibilities with the mentor teacher. During this stage, the mentor teacher may want to remain close by to step in if problems arise.

In stage two, the student teacher gradually assumes the teaching responsibilities of the mentor teacher. The mentor teacher and the student teacher work together to determine which classes or groups will be taught by the student teacher. The mentor teacher has the responsibility to determine the major objectives of lessons taught to the classes and to monitor the development of the lessons planned by the student teacher. The student teacher has the responsibility to plan lessons to teach the lesson objectives. The planning is done in close cooperation with the mentor teacher. **All lesson plans, tests, and guest speakers must be approved by the mentor teacher prior to class time.**

Stage Three is when the student teacher should assume all the responsibility for the entire day’s teaching schedule. During this time, the student teacher should conduct all the planning, preparation and instruction that would be expected of the classroom teacher. A student teacher is expected to cover (or share) the mentor’s lunch duty, bus duty, or other aspects of the schedule that are part of the mentor’s teaching load. (Student teachers are not required to attend after-school events, but attendance at PTA meetings, choir concerts, etc., is encouraged. Also, student teachers are not expected to participate in after-school tutoring or coaching if these are not part of the mentor’s regular teaching duties.)

The student teacher will:

- A. teach with lesson plans;
- B. write lesson plans on the form approved by the mentor and university supervisor;
- C. have the mentor teacher approve the lesson plan by initialing the form before each lesson is taught;
- D. know and comply with the expectations of the mentor, principal and university professor concerning due dates for lesson plans;
- E. self-evaluate lessons taught and make suggestions for improvement;
- F. meet with the mentor teacher and the supervisor as requested for feedback and Evaluation; and
- G. implement suggestions for improvement.

Stage Four involves the final observation and evaluation. This is helpful at the end of student teaching, because the student teacher sees the experience from a different perspective, having been involved with planning and teaching. This stage should be the last two or three days if time allows.

Lesson Planning

UMHB provides student teachers and interns with a “direct teach” lesson plan template. See Appendix D. However, the supervisor and mentor teacher will determine whether this format will be used for lesson planning or if another format is acceptable. An explanation for each section of the direct teach lesson plan is included in Appendix E. Year-long interns use the campus template for lessons.

Duties

The student teacher may be expected to cover the duties or responsibilities (i.e. lunch duty) that are part of the mentor teacher’s regular teaching assignment.

Corporal Punishment

Student teachers are not allowed to serve as witnesses or to administer corporal punishment.

Substitution Policy

A student teacher may not serve as a substitute teacher. A student teacher is not considered to be serving as a substitute if the student teacher assumes responsibility for the class while the mentor teacher is out of the classroom for a part of the day but is in the building or is engaged in an approved activity relating to student teaching.

Evaluation in Student Teaching/Clinical Internship

Student teaching/interning is a culmination of teacher preparation experiences at UMHB and reflects readiness to enter the teaching profession. In addition to completing assignments such as lesson plans and teaching assignments, the candidate is expected to maintain professionalism required of UMHB teachers. Supervisors complete an evaluation form each time they come to observe a student teacher or intern. The form is based on the qualities expected of high-performing teachers. The template used for such observations can be found in Appendix E.

Grades:

Evaluation of interns or student teachers is a cooperative task shared by the Dean or Associate Dean for Education, the university supervisor, and the mentor teacher. Much of the evaluation by the mentor teacher is informal; thus, the student teacher may gain direction for action from brief, periodic conferences.

The following guide will be used by supervising teachers in their evaluation of candidate performance. While the guide is not a rubric to score overall student performance on teaching tasks, it will provide insight and expectations regarding the evaluation process for each student teaching assignment.

A

A grade of an A reflects *exemplary* performance in student teaching/internship assignments. In order to earn an “A”, a student must: maintain professional behavior, develop positive relationships with teachers and students, exhibit prompt attendance, complete *all* lesson plans on time, and write age appropriate lesson plans.

B	A-level performance is expected of all students. A candidate may earn a “B” instead of an “A” if lesson plans are weak, if the candidate is tardy to the field assignment, or if he/she does not take initiative in the student teaching assignment.
C	A candidate may earn a C if any of the following issues occur: multiple tardies or absences, a lack of communication with the mentor teacher, unprofessional dress or behavior, weak lesson plans, and/or lack of response to feedback.
D	A candidate may earn a D if any of the following issues occur: excessive tardies or absences, a lack of communication with the mentor teacher, unprofessional dress or behavior, ineffective lesson plans, lack of response to feedback, inability to implement teaching tasks in an effective manner, and/or inability to communicate effectively with students. This may include direct teach or small groups, etc. In addition, any concerns from the mentor teacher or principal will be evaluated and may result in a grade of a D or in removal from the placement.

Student Teaching Responsibilities:

- _____ Check in at the building office. Meet the principal. Inquire about parking and other visitation policies.
- _____ Meet with the mentor teacher and other related school personnel.
- _____ Obtain information about the teacher’s assignment: daily schedule, course assignments, texts, special responsibilities.
- _____ Learn students’ names.
- _____ Study the methods of classroom management that are in use.
- _____ Analyze effective strategies.
- _____ If student teaching, become familiar with the teacher’s philosophy, policies, and methods of grading.

- _____ Become familiar with all policies relating to the teaching in your assignment.
- _____ Practice using equipment needed for the classes you will teach.
- _____ If student teaching, confer with the mentor about assigned classes, dates, and objectives.
- _____ Make lesson plans for every class taught. Have them approved by mentor teacher.
- _____ Prepare more material than you think you will need for first lessons.
- _____ Obtain permission from your mentor teacher before inviting any resource person to your class.
- _____ Take responsibility with mentor teacher's approval for the classroom in which you teach: environment, arrangement, order, classroom management.
- _____ Return all resources and equipment which you use to the appropriate storage area.
- _____ Interact with other teachers.
- _____ Share assigned teacher duties.
- _____ Attend faculty meetings, assemblies, parents' nights, advisory council meetings, and other teacher in-services.
- _____ Participate in sponsorship of youth organizations and other professional groups for which your supervisor has responsibility.
- _____ If student teaching, confer regularly with your mentor teacher.
- _____ Call your university supervisor if any problem arises.
- _____ Welcome your university supervisor's visits, and confer with your supervisor to obtain assistance for your development as a teacher.
- _____ Participate in the final evaluation process.
- _____ Return all materials which you have borrowed for use in the clinical experience.
- _____ Practice professional behavior in dress, relations with students, loyalty to UMHB, loyalty to your assigned school, and loyalty to the education profession.
- _____ Practice ethical behavior in confidentiality and in your talk.
- _____ Avoid any discussion of your personal life with students.

CERTIFICATION

Once a candidate has successfully completed all coursework, has met all requirements for student teaching or internship, has been awarded a degree through the UMHB Registrar's office, and has passed both a content test and the PPR, he/she may be recommended for certification through the Texas Education Agency. This process requires approval and facilitation by the Certification Office in the College of Education, including completing all state requirements (i.e. criminal history background check, fingerprinting, state application, fee submission, and passing state-required tests).

CONCLUSION

Teaching is a wonderful and rewarding experience, and the University of Mary Hardin-Baylor Educator Preparation Program is dedicated to making sure candidates are informed of requirements and processes involved in reaching that goal. However, much is up to YOU! We maintain high standards for academic achievement because we believe teachers should be models of excellence. In addition, we expect you to monitor your own progress, be aware of requirements, and meet deadlines and specifications along the way. It is your responsibility to read and be familiar with this handbook.

APPENDICES

Appendix A

Four Stages to Certification - Undergraduate Program

Here are **FOUR** critical steps for undergraduates to keep in mind as they progress through the educator preparation program at UMHB. Graduate and MyWay candidates are guided by program directors.

(1) Pre-EDUC 3315

At this point, you aren't ready to enter the "Gateways" on the Teacher Certification link of MyCourses, but you should get your Academic Proficiency documentation ready and work toward a 2.75 overall GPA.

LOOK at your SAT or ACT scores. If they meet the requirements, that's all you need. The Department of Education will collect those from the Registrar. If they do not meet the requirements, but you have scores from one of the other tests listed on the chart, you can submit those to us.

If your scores do NOT meet the requirements in one or more areas, try taking the Accuplacer (UMHB Testing Center) or the THEA (Central Texas College and Austin Community College). If you are successful, bring your documentation to the certification office.

If you are NOT successful with either of these, see Mrs. Selman, Mrs. Newton-Hunter, or Dr. Hammonds for suggestions.

TEST	Reading	Math	Writing
SAT	500 on verbal	500	450
ACT	18 on reading	20	19 on English
Accuplacer	78	80	80/6
THEA	250	230	240
Redesigned SAT	27	530	26

(2) During EDUC 3315

This is typically during your first or second semester as a sophomore. During this class you will apply to enter the Educator Preparation Program – Gateway 1. You will complete the Department of Education interview, review and sign the Code of Ethics, and complete other entry requirements (including Academic Proficiency and GPA).

If you do not meet entry requirements, you will be stopped from continuing with EDUC/READ/EDSP/EDSL courses until you meet the standard. If you have to take additional coursework to maintain full-time status, financial aid may not cover this.

(3) Pre-student teaching

At this time, follow the **FOUR YEAR PLAN!** Between EPP program entry (during 3315) and student teaching, you must have at least 18 hours of course credit. You need to be sure you have a 3.0 in the Professional and Pedagogy blocks and that your 2.75 overall is maintained. You'll need to acquire all of your "intern" or "field" hours. (Check with your advisor to be sure you have these.) EC-6 and 4-8 folks get field hours in four literacy courses and EDUC 4385. EC-12 and secondary folks get hours in EDUC 4385. If you do NOT have either of these, you need to work with Dr. Hammonds in acquiring the hours. This includes Master's students, art majors, and students on older degree plans. In the last semester before you student teach, you will apply for student teaching – Gateway 2.

(4) Student Teaching

Just prior to or during student teaching, you will be expected to attempt at least two TExES exams. (You may incur expenses of **\$400** or so.) At the end of student teaching (if you have passed your tests!), you will apply for certification – **Gateway 3.**

Note – It is possible (but not advisable) to student teach back in your home district. However, to do this, there are fees involved and you must have special permission from Dr. Hammonds two semesters before you student teach, because in the semester before student teaching, you will have to attend the student teaching seminar early.

Appendix B
Notice of Concern: College of Education
Disposition to Teach

To: _____ ID# _____ Date: _____

From: _____

Copies To:

Certification Officer _____ Supervisor _____ Principal _____ Mentor Teacher _____ Associate Dean _____
Dean for COE _____

All UMHB students seeking certification are informed of the UMHB College of Education requirements for certification. This includes demonstrating a disposition to teach, meaning the student exhibits the types of interaction with others that is required of professional educators. The purpose of this deficiency notice is to inform you that the following **expectations** have not been met. (Check all that apply.)

_____ Lack of attention to coursework, assignments, and examinations addressing standards set for Texas educators

_____ Submission of documentation/forms/lesson plans or other paperwork according to established deadlines and requirements (Prior to the final internship, the UMHB Gateway platform is provided to guide students in the processes and documentation required)

_____ Disposition to teach (including the ability to relate well to other adults as well as students and the ability to communicate clearly and positively with other adults as well as students)

_____ Adherence to UMHB and public school policies and procedures

_____ Adherence to hours required of the district's teachers (in internship)

_____ Willingness to accept constructive suggestions

_____ Consistent daily preparation to teach (in internship, according to established timelines)

_____ Attendance

_____ Punctuality

_____ Professional appearance

_____ Planning

_____ Instruction

_____ Discipline management

_____ Knowledge of content

_____ Collaborative attitude

_____ Others as indicated _____

Failure in any of the areas noted above may result in your being prevented from completing the Educator Preparation Program or being removed from the internship once you are serving in that role.

Associate Dean/College of Education _____

Candidate Signature _____

Other: _____

Based on this field experience, what did you see or learn that will help you in your career as a teacher?

What surprised you or interested you most about this field experience?

Appendix D UMHB Direct-Teach Lesson Template

UMHB Student	Topic:	Date to be Taught:
Behavioral Objective:		
Academic Standards (Content Area TEKS, English Language Proficiency TEKS, Tech. App. TEKS)		

Introduction/Hook:		
Instructional Input	Modeling	Checking for Understanding
Guided Practice:		
Independent Practice:		
Closure:		
Modifications/Extensions (consider IEP's, GT plans, 504, etc.):		

Appendix E

Explanation of UMHB Direct Teach Lesson Plan Key Components of the UMHB Lesson Template

Topic – This is the “broad” label you would give to the content, such as “the Battle of Gettysburg” or “multiplying fractions.” It should be more specific than the subject (math, history) but not as specific as the objective.

Date – This should be when you are planning to teach the lesson, not the date you are submitting it for approval to your supervisor, mentor, or professor. If your lesson will cover more than one day, put the date when you will begin the lesson.

Objective – Here you will write what you hope students will learn and be able to do as a result of your lesson. A key here is a measurable “verb” to explain what students will be able to do after instruction. Examples include *evaluate, explain, compare, define, label, add, write, sing*.

- Here are some sample objectives:
- Students will use constellations to locate stars.
- Students will compute the current in a series or parallel circuit.
- Students will add double-digit numbers.
- Students will label a color wheel in the correct order.
- Students will demonstrate the correct foot and hand movements for dribbling in basketball.
- Students will play from memory the first sixteen stanzas of Beethoven’s Opus #4.
- Students will write a paragraph about the meaning of the American flag.
- Students will evaluate the key points in the *I Have a Dream* speech.

Standards: For academic standards, include the TEKS standard you are addressing, unless you are teaching a special group (such as ESL). For assessment standards, IF your lesson aligns with something tested on the STAAR or EOC, include that standard. If not, mark it NA.

Introduction/Hook – This is also known as the anticipatory set or induction set. It is what you will do briefly at the beginning of your instruction to get students interested, arouse curiosity, motivate learning, etc. It is NOT part of your instruction. Examples might be cartoons, photographs, stories you relate, scenarios you describe, a short YouTube video that catches the imagination, a brief discussion in small groups, a model or other object on a table at the front of the room. Note for upper grades – this may be your warm-up, but only if it is intended to get the students thinking about today’s topic. If your warm-up is a review of yesterday’s content, it is not your hook.

Instructional Input – This is a bulleted list of key points and sub-points, terms and their definitions, etc. This is the longest and most detailed section of your lesson plan. These are your “teaching notes” and should include what you might put on index cards if your lesson were a “speech” you were giving. Below is a sample of inadequate instructional input followed by a sample of adequate instructional input on the same topic:

INADEQUATE

MARIE CURIE:

When she was born

Where she was born

About her family

When she graduated

Look at table on p. 7

Have them read an article about Marie Curie

ADEQUATE

MARIE CURIE:

Born 1867 - Warsaw

Father was scientist - unusual for women
to be in science at that time

1891 graduated college

Married scientist

1st woman professor in France

Work:

Discovered “rays” inside atoms

Identified radioactivity in
uranium and radium

Terms:

Radioactivity = Spontaneous emission of
radiation, either directly from unstable
atomic nuclei or as a consequence of a
nuclear reaction.

(You would continue this level of detail for the remainder of your lesson.)

Modeling - This is what you will “show” – such as PPT, SmartBoard activities, posters, writing on board, demonstrations, videos, etc.

Checking for Understanding - While you teach, you should ask yourself, “How do I know that almost EVERYONE is with me and understands what I have covered so far?” This section of the lesson describes what you will do to verify they are listening and understanding. Ways of checking for understanding might include show cards, thumbs up or down, think/pair/share while

you circulate, white board response, working a practice problem while you circulate, etc. CFU is NOT saying, “Are there any questions?” It is NOT asking a couple of students to answer a question. None of these tells you if the majority of your students “get it.” Instead, do something that will tell you they are ALL learning. It is a quick check. Then, move on.

Guided Practice - This is the students’ opportunity to practice the skill you will expect them to demonstrate in the Independent Practice. It shouldn’t be identical to IP, but it should lead toward it. GP is typically done with a partner or in a group, because it is supposed to be in a “safe” mode and not graded. Examples of guided practice include working a math problem in groups of three, labeling a chart together as a group, working with a partner to match terms with their definitions, working in a group to create a list of reasons to support a stand on an issue, etc.

Independent Practice - This is what you will grade. This should be done by each student individually. This may be something you have them complete in class after the guided practice, such as a worksheet or a page of problems in the text. It might be homework. It might be a quiz. It might be something they will work on over a few days (such as an essay, a figure drawing, a personal plan, or a project). Students should know how they will be graded, so you should attach a rubric if the independent practice is an authentic or performance activity. The independent practice **MUST** link to the objective. It should tell you whether or not they can do what you said they would do as your objective.

Closure - This is what you will do so that students reflect about what they have learned or summarize what they have learned. Often it is **AFTER** they turn in the IP. You might have them discuss something at their tables, write in their journals, share what they remember about the lesson, write a question they still have, etc.

Modifications/Extensions – This should describe how you will alter your instruction or your assignment for students who identified as gifted, 504, or learning disabled.

Appendix F Observation/Evaluation Instrument

University of Mary Hardin-Baylor Student Teacher Observation Instrument

Note – Completed observation record should be given to the campus principal, mentor teacher, student teacher, and UMHB Director of Field Exp.

Student Teacher:	ID #:
Supervisor Completing Report:	Date of Observation:
District:	Campus:
Grade Level:	Content Area:
Mentor Teacher:	
Start Time:	End Time:
Total Minutes of Observation:	Date Eval Shared with Candidate:

Overall Score: _____ (41-50 excellent, 30-40 average/acceptable, below 30 unacceptable)

OBSERVATION INSTRUMENT

SCALE:

1 – Unacceptable 2 – Progressing but needs improvement 3 – Acceptable/average 4 – Very effective 5 – Excellent/exceeds expectations

Domain I: Design of Instruction

Planning - Goals and objectives are clearly stated; lesson involves appropriate sequencing, scaffolding, and pacing; lesson design reflects individual differences and developmental characteristics.

1	2	3	4	5
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Resources - Materials and resources are organized, effective and supportive of instruction; technology is used effectively for instruction; teacher demonstrates competence with technology.

1	2	3	4	5
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Structure – Lesson content is relevant and tied to TEKS; lesson involves ongoing assessment and progress monitoring (including informal monitoring); students have opportunities to reflect about or summarize learning.

1	2	3	4	5
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Content - Difficulty is appropriate given student level; content extends understanding and encourages critical thinking; lesson exhibits creativity and variety.

1	2	3	4	5
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Comments about Design of Instruction:

Domain II: Classroom Environment

Attitude - Teacher models respect for individual students; interaction between teacher and students is positive; teacher is enthusiastic and communicates high expectations; teacher responds appropriately to questions.

1	2	3	4	5
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Management - Students are engaged and attentive; clear routines and procedures are evident; transitions are smooth; teacher monitors student behavior, providing positive reinforcement for appropriate behavior and redirecting off-task behaviors.

1	2	3	4	5
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Comments about Classroom Environment:

Domain III: Delivery of Instruction

Communication - Teacher communicates content clearly both in writing and verbally; voice projection and movement around the room enhance instruction; instructions and directions are provided effectively; teacher is flexible and responsive to questions and frustrations; teacher uses a variety of questioning techniques.

1	2	3	4	5
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Activities - Activities are creative and appropriate for content; difficulty level of instruction matches student level; students have opportunities to work in groups or collaborate with peers; lesson length and depth is appropriate for allocated time.

1	2	3	4	5
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Comments about Delivery of Instruction:

Domain IV: Professionalism

